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PUBLISHED BY

THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

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# THE ASSOCIATION REVIEW

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FRANK W. BOOTH

**February, 1901**

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# THE ASSOCIATION REVIEW.

VOL. III, NO. 1.

FEBRUARY, 1901.

## THE CONDITION OF THE EDUCATION OF DEAF-MUTES IN GERMANY AT THE END OF THE NINETEENTH CENTURY.

HUGO HOFFMANN, RATIBOR, GERMANY.

To judge a subject requires a knowledge of the same; this knowledge is gained if we follow its historical development. In following this development we will, as regards the subject before us, have to separate the matter according to different points of view, and shall speak:

1. Of the development of the method;

2. Of the building up of the practical aids, as the cause of the present "storm and stress" period in our education of deaf-mutes; and,

3. Give a criticism of this period.

1. When a little more than a hundred years ago people in Germany began to discuss the subject of the education of deaf-mutes, rationalism was the order of the day. The eudemonism and militarism produced thereby, directed the attention of many people, amongst the rest to the condition of the deaf-mutes. Samuel Heinicke, the founder of the first German institution for deaf-mutes (at Leipzig), did lay stress on instruction in the sound-language, with the view to free the deaf-mute from his isolated position, and to enable him to make his way among hearing persons. Although the larger states of the German Empire of that day (Austria, Prussia, Bavaria, Baden, Saxony, etc.) began to found institutions for the education and instruction of deaf-

mutes, Heinicke's method of instruction was confined to Central and Northern Germany, whilst in the South of Germany the Vienna School made concessions to the views of De l'Epeé. Thus it happened that at first suggestions for changes of methods came from the south, because the competent men in that part of Germany were of opinion that both the method and the results were unsatisfactory. But, unfortunately, they were too little acquainted with the nature of deaf-mutes, to make their suggestions of lasting value; a circumstance which likewise soon showed as impracticable the idea suggested by the Bavarian Educational Counsellor Graser, in 1824, to have the deaf-mutes instructed in the public schools, with the view to make their instruction more general. Pestalozzi's ideas might have done their share in doing away with the dualism of methods which showed itself at the very outset, and which proved exceedingly hurtful to the cause of the education of deaf-mutes. But, unfortunately, Pestalozzi's ideas were practically carried out only in the public schools (and this only in Prussia to any considerable extent), whilst the education of deaf-mutes reaped no benefit therefrom. How could it be otherwise, when in South Germany clergymen, who had but little sympathy with Pestalozzi's liberal ideas, were as a general rule at the head of the institutions; whilst in North Germany the business spirit, flavored strongly with rationalism, of Heinicke and his friends, or at least of his school, did not care for any ideas which did not seem to possess any special value for them. This spirit, which even in our days makes itself felt here and there, became the curse of deaf-mute instruction. These people were raised in the notion that instruction in a language consisted in learning words and rules. It is no wonder, therefore, that they neither would nor could instruct deaf-mutes in language in any other way ! The grammar became the leading-strings for the beginner in the study of language. Gradually, however, it began to dawn upon people that by this method of instruction the scholars were only given empty shells without any kernel. It was again a South German, Dr. Jazer, from Wurttemberg, who by directing attention to the great importance of object lessons, became the harbinger of better times. After 1830 K.

F. Becker, in North Germany, became the herald of a new era, by expressing the opinion that the systematic language is founded on human reason, and by urging that in instruction in language the reasoning powers should have their full share, in addition to which he wanted due justice done to lofty and patriotic ideals. In this way the ground had to some extent been prepared for Pestalozzi's ideas which by Hill had been applied to the instruction of deaf-mutes, so that the hope of seeing the seed spring up and flourish seemed justified. To set to work in acquiring the sound-language was to become the life work of the deaf-mute. For this purpose Hill enabled the pupils to gather knowledge by object lessons; and in order to make them capable of communicating their knowledge to others, he advanced them so far in the instruction in language as to be ready to speak and read from the lips, and in the instruction in the forms of the language he enabled them to understand and acquire these forms. The writing down of their own thoughts and reading completed the exercises which in their entirety represented a natural course of instruction. From Weissenfels Hill's followers were to carry his method to other parts of Germany; but not all who were called to this duty proved themselves chosen ones. Even Hill himself could not convince his opponent, Mr. Sagert, afterward General Inspector of institutions for deaf-mutes in Prussia, of the great advantage of object lessons over the instruction in the forms of the language; and leaving out of sight the fact that a deaf-mute does not learn the language under the same conditions as a hearing person, caused an erroneous understanding of Hill's axiom: "Develop language in the deaf-mute as life produces it in the hearing person !" Among Hill's followers there were those who went the road trod by the master and furthered the development of his ideas; those who, owing to the lack of progressive spirit, derived advantage from the fame of the master; finally, those who felt it their duty to go beyond him. And these two last mentioned categories are the cause of our present "storm and stress" period in the matter of deaf-mute education. Hill was much too clear-sighted a man not to know that his axiom quoted above must be understood *"cum grano salis."* But those who went beyond Hill soon began

to assert that the school for deaf-mutes could, as regards the acquirement of language, produce in deaf-mutes the same result as the school of life produced in hearing persons. They maintained that the rooting out of signs was the one great means for reaching this object; the rest might be left to its natural course. The blind faith in the words of these "masters" became fatal; the work was done at high pressure; and what was the result ? The object was not reached which these people had set for themselves, they lost their confidence, and the scholars, after finishing the course, became discouraged when they found that with all their labor they could not successfully make their way in life. Instead of confessing that the cause of the non-success must be sought in the erroneous didactic measures, the sound-language was made the scapegoat. The grown-up deaf-mutes cried, "Down with the spoken word !" and Mr. Heidsiek's echo replied, "Long live the pantomime!" In his book, "The Deaf-mute and his Language," which must be termed a conglomeration of erroneously understood and erroneously applied ideas and aims, he sang the praises of the instruction of deaf-mutes principally by means of signs and mimics; whilst a few years later, after his return from America, he utterly condemned the use of signs as fatal to the development of the mind, but demanded a separate instruction in language based on the manual alphabet and on writing.

When he recently advocates the principle of separating the deaf-mutes according to the degree of hearing power which they possess, we know full well what we are to think of Heidsiek's opinion of our work. But the reaction in the field of deaf-mute instruction did not yet reach its end with Heidiek. Gopfert seemed likewise to have made sad experiences with the speech method; and the Leipzig institution founded by Heinicke acquired the sorry fame to become the starting point of a movement to resurrect the defunct Vienna method. Finally, Forchhammer in Nyborg, Denmark, endeavored—so far without success—to convince the Germans of the excellence of his so-called imitative instruction in language which is based on the method followed in mothers' schools and the observations made in instruction in modern languages, without having any regard to the fact that what is

suitable for hearing persons is not always suitable for deaf persons. (We shall, below, speak of the recent movement in the South in favor of taking into account any remnants of hearing in deaf-mutes.)[1]

2. Much more favorable results than in the inner development of deaf-mute instruction can be chronicled as regards the outward development of its organization. In the beginning of the nineteenth century we find but few institutions for deaf-mutes in Germany, mostly in larger cities, Berlin, (Schleswig), Konigsberg, Breslau, Munich, Leipzig, Karlsruhe, Worms, Vienna, Prague, Linz, etc. Graser's plan of making deaf-mute instruction more general resulted in a considerable increase in the number of institutions for deaf-mutes in Prussia, inasmuch as in a large number of normal schools for the education of teachers in the public schools, courses for deaf-mutes were established. Among the other German States, Bavaria and Wurttemberg distinguished themselves by founding schools for deaf-mutes. Although during the following years it became apparent that Graser's proposition did not answer the purpose, the schools which so far had been established were maintained, and many of them became institutions in the full sense of the word, as the necessity of educating the deaf-mutes in regular institutions became more fully recognized. When, in the seventies, the new German Empire took vast forward strides in all fields of human endeavor, when the legislation of the Empire in the direction of self-administration was more and more developed, the education of deaf-mutes was entrusted to the Provinces. Although this step was followed by another increase in the number of institutions, the consequences were not beneficial in every respect. As the advice of specialists could in many cases not be obtained to any large extent, the Provincial Administrations often acted according to their own opinions, and in some instances endeavored to take the place of the educational authorities in matters of supervision

[1] In the above we have confined ourselves to the development of instruction in language, and this instruction is the only one that can come into question when we examine the methods pursued in the instruction of deaf-mutes.

(though without result). If the care of deaf-mutes had become the duty of the State, we would today have no cause to complain of the varying conditions which do not always prove beneficial for teachers and pupils. The private institutions founded during the first half of the century, were considered as makeshifts. Dependent on alms and the kindness of benevolent persons, they generally dragged out a miserable existence, and many of them were either closed or were taken in hand by the provincial authorities. Only in Silesia these private institutions have been able to hold their own, although they are maintained by the Province either entirely or in part, and can therefore no longer be considered as private charitable institutions. Even after education in institutions (boarding schools) had been very generally adopted, institutions and day-schools continued side by side. Quite recently the day-school has found more favor, as it was thought that thereby the pupils would be enabled to a greater degree to enjoy the benefits of family education, and would have more opportunities for intercourse with hearing persons. Large institutions (280 and more pupils) have in no respect answered the purpose, least of all as regards education. The prevailing opinion as to the most advantageous kind of institution for deaf-mutes, is that small institutions preserving a family character (20-35 pupils) are apt to yield the best results (we would here only mention Vatter's institution in Frankfort on the Main); but, on account of the great expense, such institutions are not practicable everywhere. It is recommended not to establish institutions for more than 80 pupils (an 8 years' course, 8 classes, each with 10 pupils), which should be day-schools for bright pupils, and boarding schools for 4 years and day-schools for 4 years for backward children. Large institutions managed on the boarding school plan can not be recommended both for educational and administrative reasons. Such institutions render the most zealous labor of the teachers illusory, make the individual education of the pupils impossible, do not permit of sufficient surveillance, prevent the renewal of the staff of teachers, require a conscientious fulfillment of duties of the one Director which is almost beyond his power, and are moreover exceedingly expensive.

3. We must now give a brief sketch of the present condition of the education of deaf-mutes in Germany. We think that with very good reason we may term the present time a "period of storm and stress." Everywhere the opinion gains ground that there must be an improvement, that there must be better results of instruction and education, which at present do not satisfy any one. How can it be otherwise, when the history of the education of deaf-mutes shows a constant alternation of stagnation and experimenting. The causes of the present condition must be sought in the past, viz.: *a,* in the former dependent position of the specialists over against the directors of seminaries as principals of deaf-mute schools; *b,* in the circumstance that, owing to defective training, the progress made in the methods of the public schools was not sufficiently taken into account; *c,* in the circumtance that the further training of the pupils was left to the various directors and is still left to them, and consequently was limited to a certain measure of practical routine work, leaving in the last case the rest to individual endeavor; *d,* above everything in the absence of proper control exercised by an administration largely composed of specialists. After the first international congresses, where, as a general rule, too much enthusiasm prevailed as regards the results of the education of deaf-mutes, the Germans likewise began *"naturam furca expellere"* (to drive out nature with a pitchfork). People made themselves and others believe that the deaf-mute could and must, as regards speech, language, yea also as regards all mental acquirements, be brought very near to the person possessing all his faculties, even if he could not be made his equal. The "natural method" almost caused an outburst of iconoclasm in the institutions for deaf-mutes; and any one who even hinted at signs, immediately lost caste. *The pure sound or speech method flourished* everywhere. It could not fail that a reaction must set in, especially as, apart from Vatter's results reached under exceedingly favorable conditions, the deaf-mutes complained of the small amount of knowledge gained, and the teachers of wasted labor. In the middle of the eighties, Heidsiek arose and in glaring colors drew a picture of the existing condition of affairs. Even if, for the reasons stated, and for other

reasons which cannot be discussed here, he could not chronicle any results, it cannot be denied that he gave an impetus to serious thought, and a return to former principles. The idea of separating the deaf-mutes according to their capacities, which Heidsiek again took up, has since been strongly upheld, whilst the sign-language or the finger-alphabet as a means of communication and instruction, has been condemned. But when, about four years ago, Gopfert proposed to introduce the deaf-mutes to the knowledge of the spoken language by means of the written language, the conviction became general that it was the aim of the reformers, intentionally or unintentionally, to gradually break down the speech-method. In the first place it was generally recognized that the sound-language from the very outset must form the basis of instruction; furthermore it may be said that there was a vast majority who maintained that for practical reasons the sound language and its use must be the object aimed at, both for bright and backward deaf-mutes, that to bright pupils the speech method, which would gradually become purer and purer, should be applied, whilst the backward pupils should, in addition thereto, be also instructed by signs, and that in practice, i. e., in intercourse with others, the written language might also be used. At the Congress of German teachers of deaf-mutes held at Hamburg, in the autumn of the year 1900, Gopfert's propositions were unanimously rejected; and even Vatter of Frankfurt on the Main, who had hitherto been considered as the champion of the pure speech method, made some concessions, though in a rather vague form, as regards the advantage of signs in instructing backward children. At this Congress the question of separating the deaf-mutes according to their degree of hearing was likewise discussed. Some years ago Prof. Urbantschitsch of Vienna created quite a sensation by his experiments in improving the hearing faculty of deaf-mutes. Prof. Bezold of Munich, who was aware that the teachers of deaf-mutes looked upon Urbantschitsch's experiments in a very skeptical manner, denied the possibility of attaining to an absolute improvement of the hearing faculty; but he succeeded in defining as accurately as possible the limits of hearing in deaf-mutes. Since he found in the institutions for deaf-mutes a large

percentage of pupils capable of hearing vowels, he favored a separation of deaf-mutes in those who could hear comparatively well, and those who could not hear so well. In Bavaria Bezold's suggestion has been adopted, and the separation above referred to will soon be made in the Bavarian institutions. The North Germans, however, at the Hamburg Congress declared that this separation did not answer the purpose, although it is the intention of the Prussian educational authorities to make an experiment with a class of deaf-mutes improperly so called.

The question is to reach a decision whether the separation according to capacity, which has been desired for a long time, or the separation according to degrees of hearing (the one excludes the other) shall be adopted. In this connection it should be stated that every experienced teacher of deaf-mutes invariably tries to make the best possible use of remnants of hearing in his pupils in imparting instruction. It is, therefore, not too much to say that at the present time we find everywhere a groping in the dark, a trying and experimenting, which certainly does not benefit our pupils. It must therefore be considered as timely when the author of this pamphlet in his article,"What we Need," which appeared in No. 19 of the Blatter fur Taubstummenbildung (Journal for the Education of Deaf-Mutes), which was published as a special festival number for the Hamburg Congress of 1900, showed the uselessness of the constant wrangling about methods, and took strong ground in favor of defining certain principles which should govern the methods of instruction (external organization of the institutions, the limits within which signs should be admitted in the instruction of backward children, etc.), and called special attention to the need of thoroughly educated teachers, and of a calmly progressing development, based on a most thorough education, of the system of education of deaf-mutes founded by Hill. Unfortunately it will cost much labor to reach these objects. It should be remembered that in the largest German states there is no compulsory system of education for deaf-mutes, that there are no uniform regulations concerning the length of the course, the number of hours per day, the arrangement and distribution of subjects of instruction, the number of pupils to each teacher, the

method of instruction, the education of teachers, and the principles according to which institutions should be managed; and that finally the supervision of instruction and education is not in all cases satisfactory. The hope is justified that the associations of teachers of deaf-mutes which are still in the first stages of development, will bear fruit, that these associations will not only further their common interests, but also contribute their share toward solving the vexed problems referred to, and that it will be the aim of the educational authorities in seeking a suitable method for instructing and educating deaf-mutes to invoke the aid of science. If we look for favorable results from the united efforts of science and practice, we cannot ignore as not justified, the desire of practical men for a more thorough education. *Non trustra appetamus !* (May we not strive in vain !)

## THE DEAF AND THEIR SOCIAL RELATIONS WITH HEARING PEOPLE.

3012 HOLMES ST., KANSAS CITY, MO., March 20, 1900.

EDITOR OF THE REVIEW :—In a recent letter to you I ventured to suggest certain reforms to be instituted, for the better enjoyment by lip-readers of the society of the hearing. The result was an invitation from you to prepare a paper on the subject for publication. I do not shrink from doing what I can, for few but sympathizers will read my paper, and no one has a right to expect scholarship in a person deaf from childhood, especially in an aged one quite "behind the times," while they must know that much that is useful might be learned from such.

I have written to several lip-readers whom I know, or know of, for their experiences, thinking to find something to bear me out in my own ideas, also to my aged sister, and I have gone through my diary kept when a young woman.

Miss Daisy M. Way's reply is in the form of a paper which she consents to my sending you, with her name signed, and which conveys much better than I could do our sentiments on the question and our ideas of reforms needed. I hope you will accept it in lieu of one from me touching the same points, but I can add some things—relate incidents in my own experience by way of illustration, and, to be fair, give the bright side of my life, briefly.

One of the replies received is from a lady graduate of a sign school who afterwards taught herself to speak and read lips mostly by means of talking to herself in a mirror, or repeating poems or pieces she had learned by heart. I think I had best copy and give it as the bright side, in order to demonstrate the fact that "what has been done may be done." She says: "You wished me to write you all about my experience in the society of the hearing people and would like to know if I go much in society. Not very much, because there is not much of society in this small town, except the church socials and entertainments. I attend them as often as I feel like it, and whenever invitations are extended to me I nearly always accept them, and I generally have an

enjoyable time and make myself perfectly at home, more so than many hearing people. Some often talk to me of their own accord and some do not, though I often have to begin first in order to make people *talk*. A young bride who returned my call two days ago talked to me of her own accord and we had quite a visit together. I had been accustomed to have some one to make calls with me until a few years ago. One day my friend happened not to go with me to call at several places so I was obliged to go alone, (and I had always dreaded to go calling.) Just imagine my feeling when I rang the door-bell, not knowing whether I would enjoy my call without my friend, but to my great relief the lady herself came to the door and received me very cordially. She took more pains to talk to me than if my friend had been with me, and seemed to enjoy herself as much as I did. I felt very much encouraged when I left her and called on her next neighbor. The lady was at home and I enjoyed it as much as I did at the first house I called at. I went to so many places that afternoon. I reached home highly elated with my successful calling *alone*, and I never have asked any one to go with me since. Is that selfish? It gives me a chance to learn to talk and read the lips when I am alone with a person. I do not know of any lip-readers who feel slighted in this way. Of course I always have trouble more or less to understand some persons. I know I do not read the lips as well as you, Miss Way, and Miss Whitley, but no one with whom I come in contact seems to have trouble to understand me. One thing which has bothered me much is that a great many words are so much alike on the lips, though different in their meaning. I think I have written down nearly nine hundred such words. The other day I was talking about a small picture, 'Christ and the Doctor.' I spoke about its not being very plain at a little distance. My sister said to me, 'I think that picture is very artistic.' 'Yes, I think it is very hard to see,' I said. 'Artistic,' she repeated. So I soon saw my mistake. I thought the 'artistic' was 'hard to see.' Now don't you think they are very much alike in rapid speech? I keep adding the words to the list whenever I see they are alike. How shall we remedy those bothersome words?"

Another reply is from a lady who became partially deaf before

her education was completed and who has become so very deaf that she is anxious to learn lip-reading more perfectly, but an aged and nearly blind father requires her care, and she does all of his reading for him. She says: "I have found it true in my own experience when in company to feel neglected, so much so that I shrink from being much with others, because it seems to me they are making an *effort* on my account when attempting conversation. I feel like sparing then all that I can. My own special friends understand that I can follow nearly all conversation by watching the lips, and do not, I think, make any special efforts, but I refer to those whom I only meet occasionally. For this reason I keep away from gatherings and meeting strangers. Of course the loss of hearing is a great trial, and my pride makes it more so because I do not want people to know that I am deaf, and that is the reason why I dislike meeting strangers or going into company. I much prefer staying in my own home." This lady has thought for some years of attending Miss McCowen's school, and may do so sometime, for lessons in lip-reading.

Another reply is from a rapid lip-reader of good education who has long been trying to get a position of some kind. She has had some unpleasant experiences but seems loath to speak of them. One was when she passed satisfactorily the examination for a position and her name headed the successful list and she was twice recommended for the place, but she was rejected each time without being given a trial, which was a most painful experience, especially as the lady at the head of the office had shown an interest in the education of deaf children. She greatly enjoys conversing with hearing people and usually does not need to begin, but draws them out by questions. Sometimes she prefers the company of books to that of society, and vice versa, as the mood takes her. She wishes I could call with her on a number of her hearing friends and note how the conversation is begun and carried on. She truly enjoys these pleasant experiences which she has. She lives in a city where there are schools for the deaf and quite a number of deaf people.

But in the city where Miss Way lives there are no such schools, and it is a big city and she has lived in it many years.

Naturally the people have not yet become acquainted with what is being done elsewhere for the deaf, as a general thing, and consequently have not learned to sympathize with and respect them. So there is little wonder she has come to feel isolated, comparatively, and is so desirous to do away with the ignorance, the prejudice, the skepticism, the thoughtlessness and neglect that seem to prevail in her home city. But she looks farther: she would have a reform everywhere for the benefit of the coming generations.

I am sure that *I* cannot be said to be working for my own benefit. I shall be in my grave before there can be much of a change. It was fifteen years before speech and lip-reading schools to amount to anything had been started after I had demonstrated when visiting at the Hartford school that they might be made a success. If I can aid in *starting* the good work I will be content. But I would by no means confine myself to lip-readers. There are many deaf who cannot speak nor read lips who are just as capable of enjoying any act of kindness shown to them and just as liable to be neglected. There are the blind, the near-sighted, the lame, the invalids, and the aged whose lives should be filled with sunshine. They should have little attentions, kind words, loving care, and talks on the events of the day, or something to relieve the monotony of a cheerless life that so many lead in this in some respects cold world of ours.

We know that there are many much worse conditions in life than mere lack of society, and we trust that bodily and physical comfort is looked after. But is the mental, and shall I say spiritual, comfort of all taken into consideration? Occasional social attentions and acts and words of loving kindness and courtesy, cheerfully, willingly, and patiently accorded, will be appreciated and long remembered.

We are championing the cause of those who feel isolated, and more especially the lip-reading deaf who feel most keenly of all the lack of opportunities. We make an earnest but dispassionate appeal, not to the "proud and prayerless," but to warm hearts seeking out channels in which to exercise humanity, mingled with affection and self-enjoyment, to let the promptings of

your kind nature become manifest, and in case of the deaf to whom you think you cannot talk, make approaches in all confidence that, if you only try, the difficulty may soon be removed, for if there is no other way that you can comprehend, there are paper and pencil.

We appeal also to those who are only thoughtless and careless, but are willing and kind, who do not know or realize that there is any need, and are unconscious of any sadness that they might alleviate by a little time spent in conversation—telling the deaf the news, or little things that happen in the home, the neighborhood, the town, the church, in fact anything of interest to them which they do not find in the papers or cannot read on account of poor sight, just as you tell each other and try to put yourselves in their places and imagine just what you would crave for yourselves and grant that to them. Do not exclude any, but take interest in all who are able to comprehend, enjoy and appreciate, especially those who gladly receive your kindness. Above all do not always wait for them to ask questions or broach a subject, but rather sometimes begin of your own accord and ask them questions, kindly turning your faces to the light for lip-readers, which will greatly assist them.

Would there be any use in entreating those to do better—even members of households one of whom is a lip-reader—who know all the need, the yearning for practice in speech and lip-reading, the loneliness, the fondness for society, the thirst for knowledge and information and helps in obtaining them, and the few opportunities they have, and know, too, how to converse with them and can easily do so, yet are too indolent, feeling it is "too much trouble"? Could others persuade, when your own consciences fail to dictate ? If they ask you questions, are they often met with a weary sigh, and, "O, I don't know"? Do you give them any information of your own accord more than once or twice a week on an average, and then only in the fewest brief words possible, leaving them to learn particulars by questioning you on every point ? Do you limit your sittings with them to a few brief minutes, taking your books or papers and letting them discern a "Don't interrupt me" air, and seldom saying a word

unless in reply to persistent queries ? Do you invite them to accompany you in making calls and visits, and to see your callers and visitors, or invite company for them ?

When company is present, do you monopolize conversation, and if, seeing a gap, they introduce a subject or a question, appropriate the subject and discuss it between you to their exclusion? Do you not know that they can visit more where there is not a third person present and should have some opportunities for chats all their own ? If, handicapped by your failure to have your faces in the light, or, in cases of gentlemen, by a heavy mustache, or by poor sight, they sometimes misunderstand, do you manifest fatigue and an indisposition for a repetition of your sentences? Do you think it too much trouble to motion to them, or tap on something, or touch them to attract their attention, when you wish to speak to them, or do you wait till they look in your direction, thus possibly forgetting to speak ? Lastly, do any of you take them to church with you, find the texts for them and the chapters and hymns to read, and tell them what is of most importance in the sermons and the notices given out, and to Sunday schools and Bible classes and prayer meetings, and interest them in the subject of the salvation of souls ? Or induce them to give themselves to God, accepting Christ as their Saviour, in preparation for the inevitable end and the heaven beyond, and not only this, but to lead others into the same paths, thus earning bright stars for their immortal crowns, and blessing you for your thoughtful kindness ?

We know not if many will thank us for our "offered services," or if some will "turn and rend us," but if the latter is the case we would better retire from them. We have followed the well meant dictates of our sympathetic hearts. Miss Way calls the lip-reader a curiosity and says that thousands of people do not know what has been done for the deaf. When with Miss McCowen's class, day after day for ten days, in her exhibit in the Children's building at the World's Fair in 1893, I observed the crowds who visited the school, how they would linger for a long time, watching and hearing the exercises and seeming to think it one of the marvels of the age—a new wonder.

In my Lake George paper in 1892, at the second annual meeting of the American Association to Promote the Teaching of Speech to the Deaf, I related how I was visited by a mother of a little deaf and dumb girl. She had been referred to me by Miss McCowen and was in search of information in regard to teaching speech to the deaf and was thinking of having her child taught to speak. After quite a long conversation with me, I informed her that I could not hear. Her surprise was great, and by inquiring she learned that I only *saw* her talking. She threw her hands down in complete astonishment and declared she had never heard of such a thing before. I enjoyed it while I pitied the ignorance, trying for speech for her child with no idea how she was to understand others—by reading lips.

I have often met and talked with strangers without any trouble till they discovered in some way my infirmity, then, some of them would begin to yell. Told there was no use, they could not talk any more; and some would begin to write; while some seemed helpless at once. They had never heard of lip-reading, and yet they knew that I had understood them in some way. One man said in astonishment, when told by a third party that I was deaf, "Why, she's been talking to me this half an hour!" His idea, apparently, was that because I could not hear I could not talk, yet I had been talking with him half an hour.

I have given these as illustrations of Miss Way's statement. I have often begun conversing with persons to whom I have been introduced to show them that we might possibly be able to converse together, and so removed their skepticism. We rejoice that the deaf are to be enumerated separately. It will enable the friends of this class to find them all and extend benefits. We want them all found, and not only that but "found out"—what their needs and capacities and drawbacks are, with a view to their benefit.

In my own case, I was found to possess all my faculties intact, and to have common capacity for enjoyment, social or otherwise, of them all. My hearing began to fail at the age of three and a half. Loud talking to me became necessary. A sister ten years older had learned lip-reading, and I was encouraged to try

that and soon it became my only means of understanding. I was sent to the district school with the hearing children and was as one of them, spelling, etc. in their classes. Only one teacher do I remember who was inclined to grumble at her task in having me for a pupil, and she grumbled at the hearing ones more or less. I was making good progress in my lessons when at the age of thirteen I nearly lost my voice from an affection of the throat, and it proved the most unfortunate event in my life. I have never regretted my deafness, but this has been the "thorn in my flesh" ever since, this change in my voice. The change may not have been as great as I imagined, but it was sufficiently great, in my own mind, to make me diffident about using it, so much so that for nearly eight years I would whisper in company, and then I was told that I should lose speech if I did not practise it. The change was sufficiently great to deter me from trying to enter higher schools for fear of ridicule, so I contented myself with only two more years of schooling at the home school and at my desk where I was often writing, spending much of my time there.

Thus was my permanent good in the educational line, and my comparatively normal voice, sacrificed in periods of thoughtlessness and carelessness on the part of myself and others. I should say that if I had obeyed the gentle directions of others in regard to the care of my throat, or been made to obey them sooner, I might have been saved this terrible affliction. Another case of neglect. Notwithstanding this, I was treated as well by my friends as they treated each other, joining them in all kinds of gatherings, attending church, Sunday school, Bible class, prayer and revival meetings, lectures, singing schools, exhibitions, excursions, picnics, rides, visitings, visiting and watching with the sick, and was trusted with the care of infants and children, and with driving and riding horses as if I could take care of myself, no difference being perceptible to me except that I did not take part in conversations unless directed to me, which was often done.

My father's father's family was a large one and all settled within visiting distance of us and there were many cousins, including some on my mother's side, and many outsiders of respect-

ability mingling in our circle, which made my circle of friends and acquaintances quite large, and scarcely a day passed in all the years, over a quarter of a century, in my father's home that there was not some visiting among us. And this fact with that other one of my mingling with hearing children in school, has proved of inestimable value to me in after life among strangers in four different places. What a transition from environments where all were accustomed to me to new places where none ever heard of lip-readers. The whole community knew that I could speak and read lips, but few of them, comparatively, talked to me unless I began. I had my own special friends and we had our chats by ourselves. Some even sought my society and seemed to enjoy it and love me. Added to all this confidence my people had in my abilities, was the manifest pride they had in my small accomplishments, especially my literary tastes. I loved the things of the mind and had a very great ambition to learn all I could. I learned my lessons and how to do all kinds of work easily, the latter without taking lessons. I never took lessons in speech nor speech-reading, nor pronunciation, accentuation, modulation, or control of my voice, nor in reading either prose or verse, though I have done a great deal of both and have written in both a great deal with some blank verse. I am reminded here that Prof. Weld of the Hartford School told me that a deaf person could not read poetry as different from prose. I even learned to read notes and play the piano a little, and my teacher said I kept good time and learned more easily and quickly than she did. When, after my confidence was restored and I didn't whisper in company any more, my father and others asked me to speak and pray in prayer meetings, I realized more than ever before how great was my lost opportunity ! I cried in my heart of hearts, "Why did they not tell me that the change in my voice was not so very great as I thought, and was no barrier to my attending a higher school and obtaining an education ?"

My father was a man of education and there were two school teachers in his family. They knew of the deep-seated yearning I had and how I once took down all the school books and said I was going to study them all ! I can but cast the mantle of

charity over them all and say they knew not what they did—they did not *think* perhaps. I want to impress upon parents that they *may* make somebodies of their unfortunates if they will only do their best.

If I could have had as much individual attention I might have rivalled even Helen Kellar ! As it was I guessed out nearly everything, mostly by watching others. In lip-reading I disposed my lips as they did and made a sound. My sister, (younger and hearing,) however, was a great help to me, kindly telling me things and what people were talking about, like Miss Way's noble-hearted mother and my late husband. They are the only ones that did this for me among the hearing.

We have not forgotten that large class who speak but cannot hear sufficiently well to carry on conversation easily, nor read lips but would like to learn.

I remember well what Dr. Bell said to me on the special train going to Colorado Springs in 1892. I read his lips. He said: "A wealthy old gentleman from New York came to me with the tears streaming down his face when he had heard you speak on the stage at the Second Lake George meeting, and said to me: "Dr. Bell, if only my daughter could have learned as Mrs. Finney has, I would be very happy. She tried to get into schools where lip reading was being taught a few minutes each day but was refused on account of her age. So she was obliged to learn the signs to enable her to converse at all. Now Dr. Bell, if you will establish a lip-reading college for adults I will support it.' "

MRS. MARIETTE E. (BARSTOW) FINNEY.

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It has long been my conviction that what is needed most by the rising—and increasing—number of lip-readers is not so much a continual improvement in methods and motives, at the hands of their instructors, but rather a dissemination of fact in the world at large concering their ability, their ambitions, and the proper mode of treatment that should be accorded them. In a word, the world needs to be told what they have overcome, what they hope to attain, and how they are to be conversed with. More real good

could be accomplished by a systematic series of pulpit talks by a magnetic speaker, than all the conventions, conferences, and essays that are being written and read—all of which, unfortunately, penetrate only the educational circles, and attract the attention of no one except those directly concerned in the teaching of the deaf.

There are thousands upon thousands of good-hearted, intelligent, travelled, and well-read people who have never even heard of the deaf being taught to speak. A lip-reader is as great a curiosity to some of these as an inhabitant of the planet Mars. More than these—and the worst of it perhaps—is the skepticism and distrust that result from this ignorance. The cool incredulity with which they turn away is as chilling in its effect upon the eager and hopeful lip-reader as a douche of ice water; and yet perhaps, "They know not what they do." It is this "perhaps" that ought to be done away with. There should be no excuse for such thoughtlessness and ignorance. People need to be told, and the way prepared, so that when they chance to come into contact with one of the class, the little seed may germinate into a kindly word or a sympathetic listening, which will send the lip-reader happily on his way, with a life-long memory of pleasure and gratitude for the act of kindness which cost the giver so little.

My own experience has been so disappointing that I may lay myself open to criticism for writing too plainly, and I feel rather that I should make a plea in behalf of the coming generation of lip-readers than detail the bitterness of spirit that has resulted from the unkindness and coldness of the hearing people I have been forced among, many of whom, to their shame be it said, knew better, but were either too selfish or too deeply prejudiced against the deaf as a class to take the trouble to make an equal or an associate of one of them. I have endeavored to find comfort in the reflection that I, perhaps, am one of a little band of pioneers who are blazing the way through the forests of ignorance and the thickets of prejudice, to prepare a broad and easy highway for those who come after. This is a work in which the American Association could and should aid us. I pray in my heart of hearts that the disheartening experiences we of the vanguard have endured may be spared to those who follow.

And yet, hearing people in the world at large can hardly be blamed for adding to our difficulties, when certain Principals and life-long instructors of the deaf feel it to be too much trouble to talk orally with the pupils of the oral classes. I have come directly from class-rooms where I had watched and admired the work of exceptionally rapid lip-readers, only to find them, five minutes later, being conversed with by their Principal in the sign-language. When I entered a mild protest, and pointed out the self-confidence to be gained by putting into practice what the school-room had imparted, I was met with the unconvincing reply: "Oh, it's so much easier to sign. It would take time to say over the words that a few swift motions express; and besides they understand the signs better." Very true, perhaps, but when are they going to understand the lips better if it is too much trouble to have them try ?

On every occasion of my visits to schools for the deaf (and under this head I refer only to those which teach the combined system), and even at certain conventions, when it was well known that I had no knowledge of the sign-language, I was grieved and chagrined to have different instructors reply to my remarks in signs—not one of which I could understand—and against which I bitterly protested. It is simply the first and uncontrollable instinct of many of these people to begin "signing" the moment occasion arises to converse with one they know to be deaf.

Between those who use the signs because it is easier, and those who do not exert themselves to talk to the deaf at all, because they think it is hard, the lip-reader is apt to have a sorry time if he expects too much at the hands of the world he steps into after the school door closes behind him. Therein lies another weak point in the educational fabric. The promise is made that we are to be made useful citizens and take our places in the ranks with the best of them, if only we persevere and excel. The cruel fact is that we are not always allowed the position we have honestly striven for and attained; and the fault is not ours, but that of the multitude who crowd us out. Our education is a convenience and a blessing that very few of us, I think, would fore-

go, even at the price we pay in disappointment and rebuffs when we attempt to put it to practical use in certain quarters, but I sometimes think it would be well to warn and prepare the lip-readers beforehand for the up-hill path the world's ignorance is going to make them. Very often they do not find, even in their own homes, the conversational opportunities they expected, because the rest are too busy, or too thoughtless, to include the one afflicted member in the family councils; and, forced to fall back upon his own resources, the sign-language creeps in because it is easy and quick and also because it gives companionship among the larger mass of the deaf; and thus the years of study of lip-reading are lost, through lack of opportunity and practice and a growing timidity. I know whereof I speak when I say that the families of the deaf are most of all to blame for what they have to suffer from isolation and neglect.

The "Mother's Unions" Dr. Bell has been instrumental in founding in the larger cities, are a step in the right direction—but there is much more to be done. If the subject could be presented properly, and in an attractive way, it would be a perfect revelation to the masses who not only do not know what has been done by and for the orally taught deaf, but who have never taken the matter home to themselves—viewing it from the standpoint of the deaf. As the world moves forward, I hope and believe the will and the way will be found to make this clear; but until a reform takes place in public opinion, it is a momentous question and a grievous problem among us who suffer from its baneful effects.

DAISY M. WAY.

KANSAS CITY, MO.

## THE CHEFOO, CHINA, SCHOOL FOR THE DEAF.

SCHOOL FOR THE DEAF,
CHEFOO, CHINA, Nov. 12th, 1900,

FRANK W. BOOTH, EDITOR OF THE ASSOCIATION REVIEW.

*Dear Mr. Booth:* Your letter of Sept. 15th reached me some days ago. Thank you very much for the expression of cordial interest in our work here which it contains.

Before answering your letter let me thank you for the beautifully executed illustrations of our little school in the October REVIEW. They are much finer than I thought they could be. It seems to me that I could hardly have chosen a better location for the school than Chefoo. We have been quite safe here and able to stay on in our own home, while so many others are refugees, and, as you will see by my September letter, we were able to open school again on the 3rd, as we had planned, with half the class in attendance, while the work of so many others has been suspended or entirely swept away. There have been anxious times but they have passed and no harm came to us. Leaders of the "Boxers" came here and tried to get a following but failed. The authorities have been fairly vigilant and outwardly kindly disposed. If I had taken my school to Peking, as some suggested, it might have shared the fate of the Rev. John Murray's School for the Blind. Every pupil and helper, as far as he could learn, was massacred, and all the valuable material for teaching destroyed. Surely God has guided us and kept us and we are grateful, indeed.

Of course the troublous times have checked the growth of the school. Only one new pupil has been received and seven have not returned, but if it had continued to increase as rapidly as it did last year we should have soon outgrown this building. As it is we now have time to work off the debt and get together the means for erecting another small building. I trust the friends

of the school will recognize this opportunity and not let it pass. By far the largest part of the expenses of the school continue even if the number of pupils is small,—namely, my own salary and the interest money. These two items cannot be stopped unless I give up the work.

Your question, what effect the war will ultimately have on the school and mission work generally, is one which I feel quite unable to answer. The situation in China is simply *indescribable.* We are hoping for the best results, but what we are able to do in the future depends very largely upon how the Great Powers manage affairs in the north, and the problem of what to do and how to do it is one not easily solved. Just now it looks as if there might be a wide-spread rebellion which may result in the overthrow of the Manchu dynasty and the establishment on the throne of a Chinese ruler. We may see more exciting times than we have yet, but that will be no reason why this work should be abandoned; for in case of the rebellion spreading to this region, Chefoo is sure to be protected by some one of the Great Powers. None of the Chefoo workers have had to leave this place, tho' it was so reported at home, and all but the expensive hotels are full of refugees. The missionaries who are here are using the leisure time in further study of the language; while others, whose furlough was nearly due, are taking it now, so as to be ready for work when times of peace come again. I have talked with several gentlemen here and nearly all are looking forward to the ultimate extension of the work. One business man said he fully expected to see the number of business men in China doubled during the next two years.

Personally I am optimistic. I do not for a moment imagine that the Lord is going to let His workers be driven out of the field. I confess that at present it looks dark, but to my mind this upheaval is conclusive proof that progress through the gospel was being felt in the life of the nation, which made a tremendous effort to throw off the new power. Whether she has succeeded remains to be seen. Affairs may be patched up and the tragedy have to be repeated on a larger scale, but I trust not.

As is the future of missionary work, so is the future of the

Deaf School as regards its growth in China. I would no more think of giving up and going home, while I can still have seven pupils in the school, than those in direct mission work would think of doing so. Its future financially is more precarious than regular mission work for there is no well organized Committee at home to look after its needs. Just now we seem to be more in danger of being left without funds than of being massacred, or driven out of the country. Not because gifts have fallen off, for there has been a decided increase; but because we have had expenses incident to finishing a new house, which, including interest money, have amounted to $1400 Mexican. This has been a heavy drain on our income and leaves us nearly stranded. Early in January the interest money must be paid again, and we still owe the contractor about $300 which must be paid before the Chinese New Year in February. We have nothing on hand to meet these two items. During the summer I received a few guests into the home which helped me with my table expenses and enabled me to pay into the Deaf School fund as room rent, $15 each month. It is pleasant to have someone with me for company, but I should be sorry to be obliged to do this to any extent, as it uses time and strength that should be given to the school. My camera has been the means of earning over $60 since last May, which I have paid into the school fund, also. Most of the work of making the photos has been done by my native assistant in addition to his teaching, and without any extra pay. He is anxious to make enough in this way to meet his own salary. He did very nearly last year and will more than do it this year.

A few of the Schools for the Deaf in America have helped. I had hoped that a large number would do so. A small yearly gift from each would help us wonderfully. Of course I know that anything sent from the schools must largely come from the teachers and officers and that any help directly from the pupils must be the result of considerable work on the part of someone. I should like the matter to be brought very seriously before the Deaf public and those interested in the Deaf. I have no means of knowing what the general sentiment is in regard to helping this school, but all the friends here are so heartily appreciative

that it has seemed as if those at home, who know the benefits of an education to the Deaf, must be even more so. I am feeling the financial burden very much and it unfits me for doing as good work as I should. I am *so* tired of owing people. I want to be free to give my whole time and strength to the school.

We have been asking for ($8000) eight thousand dollars U. S. currency, but that contemplated a school for girls as well as boys. It may be wiser now, in view of the unsettled state of the country, to ask for only half of that, but to ask that a few hundreds of dollars be sent *very* soon. I have had a great deal of faith that God would give us all we need, and I still believe He will, but a debt on work for the Lord does not seem quite right. When I think of it I am almost discouraged, but when I think of all we have accomplished, and go to the school-room and note how well the teacher does his part and how rapidly the boys are learning I decide that I will not give up easily.

In closing allow me to thank you again for your interest and for the space given to my letter in the pages of the REVIEW. I am sure through it some one will come to know of our need and lift the burden before it is too late. I am praying for it.

Very sincerely yours,

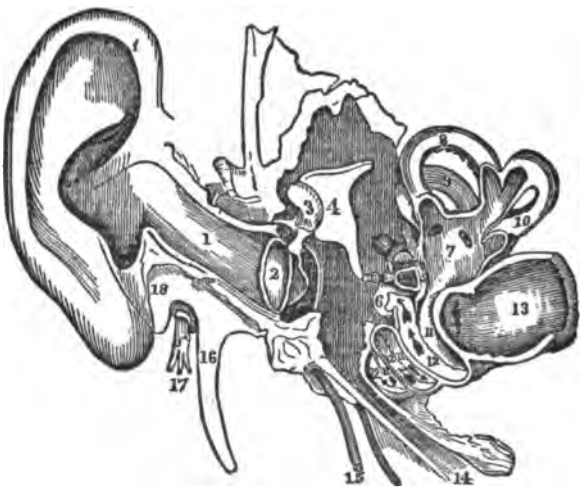
ANNETTA T. MILLS.

# THE HUMAN EAR.[1]

SUSAN M. BEAMAN, CHICAGO, ILLINOIS.

In order to thoroughly understand the ear, one must know of its structure and its function. The sense of hearing does not strictly belong to one organ, but to several, which are grouped into three divisions—the External Ear, the Tympanum or Middle Ear, and the Labyrinth or Internal Ear.

Hearing is that function by which we obtain a knowledge of the vibratory motions of bodies, which constitute sounds. One may readily imagine that independent of the sense of hearing, sound, as sound, has no existence in nature.




VIEW OF ALL THE PARTS OF THE EAR.—1, The canal that leads to the internal ear. 2, Membrana tympani. 3, 4, 5, Bones of the ear. 7, Central part of the labyrinth. 8, 9, 10, Semicircular canals. 11, 12, Channels of the cochlea. 13, Auditory nerve. 14, Opening from the middle ear, or tympanum, to the pharynx (Eustachian tube).

[1]A paper read before the Chicago Teachers' Club for the Deaf.

The external ear consists of the auricle, the oblong convoluted body situated on the outside of the head; and the partly bony and partly cartilaginous external auditory canal, about one inch in length, at the bottom of which is found the membrana tympani, or drum head. This canal is narrower in the middle than at the extremities. Short, firm hairs are stretched across the tube, preventing the ingress of foreign bodies. Beneath the thin cuticle are small follicles or glands which secrete the well-known yellow "wax." The convoluted, irregular surface of the auricle aids quite materially in collecting the waves of sound and in reflecting them on the membrane of the tympanum. If these irregularities are abolished by filling them up with a soft material, such as wax, leaving the entrance to the canal free, experiment shows that the intensity of sounds is weakened, and that there is more difficulty in judging of their direction. When waves of sound strike the auricle, they are partly reflected outwards, while the remainder impinging at various angles, undergo a number of reflections so as to be directed into the auditory canal.

Vibrations are transmitted along the auditory canal, partly by the air it contains and partly by its walls, to the membrane of the tympanum. From the obliquity in position and peculiar curvature of this membrane, most of the waves must strike it nearly perpendicularly, and in the most advantageous direction.

Here we pause just a moment for the purpose of considering the structure of the tympanum, before we continue with the thought of transmission of sounds.

The tympanum or middle ear, or inside of the drum, is an irregular, bony cavity, larger than, and situated just outside of, the vestibule, the entrance chamber, found in the labyrinth. It is separated from the auditory canal by the membrana tympani. A large opening into the tympanum is called the Eustachian tube, from the name of the Italian anatomist who first described it. It is a trumpet-shaped canal somewhat over an inch and a half in length, extending from the forepart of the tympanum obliquely inward, forward, and downward, connecting with the nasal compartment of the pharynx. The function of the Eustachian tube is to allow of equal atmospheric pressure upon both sides of the

membrana tympani. Perhaps you have noticed children and older persons, who are hard of hearing, open their mouths when they wanted to hear distinctly? This is to let the sounds pass in through the Eustachian tube as well as through the auditory canal.

VIEW OF LABYRINTH LAID OPEN (highly magnified).—1, 1, Cochlea. 2, 3, Two canals that wind two and one-half turns around the hollow axis (5). 7, Central portion of labyrinth. 8, Fenestra rotunda. 9, Fenestra ovalis. 11, 12, 13, 14, 15, 16, 17, 18, Semicircular canals.

The tympanic cavity contains three very small bones, the smallest in the body, weighing but a few grains. From their resemblance to the articles, they have been named mallen (mallet), incus (anvil), and stapes (stirrup). They are arranged so as to form an irregular chain stretching from the outer to the inner wall. The mallens and incus articulate by a hinge-joint; the incus and stapes by a ball and socket joint.

This little chain of bones is of great assistance in transmitting sound to the watery fluid within the labyrinth. There comes along a sound wave caught by the auricle; passes through the auditory canal; plays on the drum head; in vibrating causes the first bone to shake the second; it shakes the third which is fastened to the inner-most drum-head. It too is shaken. This inner drum-head

covers the opening to winding passages or semicircular canals. In these little places is watery fluid; and floating in this fluid is the auditory nerve from the brain. When the second drum-head vibrates it shakes the fluid contained in the winding passages. The auditory nerve feels this shaking and immediately carries the message in to the brain; then we say we hear a sound.

Perhaps it may not be out of place to say just here, that the labyrinth is divided into three portions—the vestibule, the semicircular canals, and the cochlea.

The vestibule is a small and somewhat triangular cavity about the size of a grain of wheat. It is placed almost vertically in the center of the labyrinth, and is a kind of entrance chamber to the semicircular canals behind, and the cochlea in front. The semicircular canals are three curved passages, describing more than half a circle, and are about the twentieth of an inch in diameter. Two of them open into the vestibule at both extremities, and the third at one extremity.

In front of the vestibule is the cochlea. It consists of a bony canal which winds around a hollow axis nearly three times, generally decreasing in diameter and thus forming a spiral cone.

The interior of the canal is divided into two passages by a membranous partition, upon which some parts of the auditory nerve ramify. The passages also are filled with lymph and communicate with each other at the apex of the cone, and at the apex of the base, one opens into the vestibule, the other into the tympanum.

Deafness or partial deafness may arise from obstruction of the external ear, occasioned by disease of various kinds; from ulceration, thickening or perforation of the membrana tympani; from inflammatory affections, both acute and chronic, of the middle and internal ear; from obstruction of the Eustachian tube, caused by inflammation of its lining membrane, leading to thickening and accumulation of mucus or pus; from diseases of the throat blocking up the end of the Eustachian tube; and lastly from disease of the auditory nerve. One can not take too great care of the ear. The complication and finish of the auditory apparatus, and the perfection and delicacy of its action, are second only to

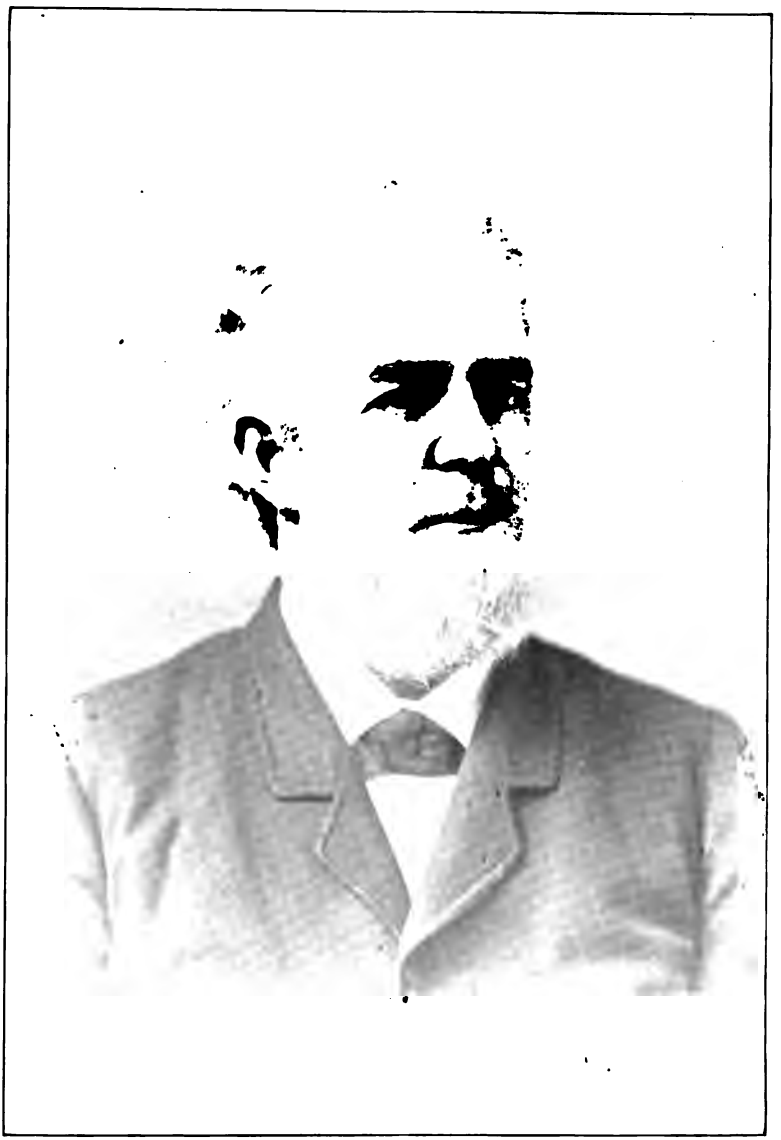
those of vision. A draft of cold air should never be allowed to enter the ear, nor should very cold water be used in it. No hard substance, like a pin, should be forced into the external auditory canal, as the drum-head might thereby be punctured. When the drum-head is broken the sense of hearing is injured. I have heard it said that nothing smaller than the elbow should be thrust into the ear.

Do we fully appreciate the blessing of hearing? Are we able to drink of the spirit of sweet sounds which daily surround us? The musical voices of our dear friends, the merry laughter of the children, the patter of little feet as they pass hither and thither all day long, the hum of insects, the music of joyous birds, the strange tales told by the pines, the sweet symphonies played on the branches of the forest trees, the merry whetting of the scythe, and other summer sounds from the fields, the dip and splash of the oar, the deep voice of the sea, the waves of the thunder, the rustle of the fallen leaves as we take jaunts through the autumn woods, all these sounds and many more add to our enjoyment. And with Shakespeare we say of one sound or another,—

> "It comes o'er my ear like the sweet sound that breathes upon a bank of violets, stealing and giving odor."

For we see and feel—

> "Sermons in stones,
> Books in running brooks
> And good in everything."



WILLIAM R. BARRY

# WILLIAM R. BARRY.[1]

CHARLES W. ELY, FREDERICK, MD.

Mr. William R. Barry, President of the Board of Visitors of the Maryland School for the Deaf, died August 12, 1900. As his interest in the work for the deaf and his acquaintance among workers was not confined to State lines, it seems proper to present to the readers of the Annals a sketch of his life and work.

Mr. Barry became a member of the Board of Visitors of the Maryland School in 1869, the second year of its active work, and held this position to the time of his death. Members of this Board are appointed for life, serving without pay. It has numbered in its membership many of the leading bankers, lawyers, and business men of the State. From the time of his appointment Mr. Barry became a prominent factor in the work of the Board. His interest in this line of work was due to the fact that his only child was deaf.

Previous to his appointment he had visited various schools to learn what he could of methods and of the possibilities of deaf-mute instruction, and thus came to the duties of his new position with a good degree of preparation; and being a successful business man of practical experience and sound judgment, he was early and always deferred to by his fellow members.

He was early made a member of the Executive Committee and retained this position through various changes in its *personnel* to the end of his thirty-one years of service.

The school had been opened in soldiers' barracks left from prerevolutionary times, but in 1870 the erection of suitable buildings was begun. Mr. Barry, as a member of the building committee, contributed largely to the success of this enterprise. He was alive to the interests of the school in every direction, and

[1] Reprinted by permission of the author from the American Annals of the Deaf, (Vol. XLVI, No. 1).

did perhaps more than any other man in or out of the Board to awaken public interest and secure needed support. He also gave much time and effort to reach families having deaf-mute children to set before them the purposes and the advantages of the school. To his constant, untiring labors much of its success is due.

No one was more familiar than he with the conditions and workings of the school. He was a frequent visitor, coming often in the intervals between the meetings of the Board, bringing many times persons of prominence whom he desired to interest. He spent considerable time in the classrooms and knew every pupil. He was frequently present on holidays, entering with zest into the amusements of the pupils, and always warmly welcomed by them.

For about thirty years Mr. Barry acted as city agent for the deaf, under appointment of the Mayor and Council of Baltimore. For this service he received no compensation. In this capacity he made the acquaintance of all families in the city of which he could learn, in which there were deaf children. Indigent pupils were assisted, sometimes from a small fund provided by the city, and sometimes from his own means. He thus came to know the home life and surroundings of a great many children, and was regarded by the parents as a friend and counsellor.

His interest followed the graduates in their after-life, and many are indebted to him for friendly counsel and assistance. At gatherings of the adult deaf Mr. Barry's presence was always looked for with great interest. The feeling of the deaf towards him is best told by an expression used in several letters received by the writer shortly after his death: "We have lost our best friend."

A scheme which Mr. Barry had very much at heart was the securing of a property in Baltimore, where an assembly hall and reading rooms for the society of the deaf could be established. Though this effort did not succeed, it may be that the seed which he sowed will by and by bear fruit. A hall to bear his name would be a well-deserved honor, and it is an object for which the deaf and their friends may well labor.

Mr. Barry was elected Vice-President of the Board in June,

1883, and on the death of Mr. Enoch Pratt was chosen President in January, 1897, and was re-elected at each of the following annual meetings.

Mr. Barry was a native of Baltimore, where his whole life was spent. He was bred to mercantile pursuits, and was for some years the head of the firm of Barry & Cook, a large wholesale hardware company. For the last twenty-one years he was President of the Maryland Fire Insurance Company, and one of the most prominent men in insurance circles. He was also at one time President of the Board of Insurance Underwriters and was one of the managers of the association known as the Salvage Corps.

Mr. Barry was a man of deeply religious character, prominent in church and other good works. From youth he gave a fixed amount of his income to church and benevolent purposes. He was one of the founders of Chatsworth Independent Methodist Church of Baltimore, a liberal giver, and staunch supporter to the end of his life. For a long period of years he was its Sunday-school superintendent.

Mr. Barry was one of the organizers of the Baltimore Society for the Prevention of Cruelty to Children, and for some time held the office of President. He was also President of the Henry Watson Children's Aid Society of Baltimore, one of the objects of which is "to provide homeless children with real homes." He was also one of the Directors of the Maryland Colored School for the Blind and the Deaf from its inception.

Mr. Barry was a man of deep sympathies, untiring in his labors of benevolence, modest and unassuming to such a degree that few, if any, knew to what extent his time and thought were drawn upon by those seeking counsel or substantial aid for themselves or others. In his office and at his home he was always ready to give a patient hearing.

Unfailing courtesy, sincerity, and kindness were marked characteristics. The pathetic and the humorous side of life appealed to him with almost equal force, a combination rare but fortunate in one devoted to benevolent work.

As we have said his interest in the young did not cease when

they passed into adult life. The Rev. Dr. McDowell, who, as a boy, had known Mr. Barry and had grown up under his influence, said of him in his address at the funeral: "Gentle—as genial as sunlight. A warm hand with the breath of kindness ever going out from it. If the young men of this city to-day or elsewhere in our land whom he served could stand up together, they would form a goodly company. If the young girls for whom he obtained positions and whose interest he served could be mustered here this afternoon, they would, perhaps, make as large a gathering as that which is here."

Mr. Barry passed away in his seventy-third year; a long life filled with service to his fellow-men. Such men do not die, but in the influence of their characters and good works live on and on.

# REPORT ON THE PARIS CONGRESS.

F. NORDIN, WENERSBURG, SWEDEN.

[A view of the proceedings of the Paris Congress through foreign spectacles is presented to us in the following excellent report on the Congress taken from the pages of the Nordish Tidskrift for Dofstumskolan (Scandinavian Journal of Deaf-Mute Instruction), Goteborg, Sweden, from the pen of its editor, Mr. F. Nordin, who was a delegate to the Congress.]

## INTERNATIONAL CONGRESS OF PARIS FOR THE STUDY OF QUESTIONS REGARDING THE EDUCATION OF DEAF-MUTES, AND THE AIDS GIVEN TO THEM.

This Congress consisted of two Sections, viz.: the hearing section and the deaf-mute section. The two sections, however, had very little to do with each other, except that they met at the opening and closing sessions of the Congress, and that after the close of the Congress, they partook of a common banquet. Their sessions were held in separate halls, the deaf-mute section in the larger hall in the palace of the Congress, and the hearing section in the smaller. When both sections were together, they completely filled the larger hall. The hearing section numbered about 200 members. Among these, the following deserve special notice: M. Ladreit de Lacharrière, who was mainly instrumental in bringing about the Congress, and who, in spite of innumerable difficulties, was successful in accomplishing his object. There were present from America: Dr. Graham Bell, the ingenious inventor of the telephone, Dr. Gallaudet, the President of the College for Deaf-Mutes at Washington, Dr. Fay, the editor of the "American Annals of the Deaf"; from Germany: Gutzmann, Director of the Berlin city school for the deaf, and Heidsiek, the well known champion from Breslau; from Italy: Monaci, Director of the Genoa Institution, Ferreri, Vice-president of the Siena Institution and editor of the Journal l'educazione dei Sordomuti;

from Belgium: Stockmans, general Inspector of the Belgian brothers of charity; from Denmark: Forchhammer; and from Russia: Counsellor of State Ostrogradsky, Director of the Government School for Deaf-Mutes at St. Petersburg. Among the French Delegates there should be specially mentioned: old Claveau, formerly inspector of several French institutions of charity, and Baguer, vice-chairman of the committee of organization, and Director of the Departmental School at Asnières. The Directors and teachers of the three government institutions at Paris, Bordeaux, and Chambèrg were not present. By their absence they desired to give expression to their displeasure at seeing the Congress organized by a man who was not a specialist in the matter of the education of Deaf-Mutes. There were, however, representatives present from no less than 25 French schools for deaf-mutes. The majority of these representatives were brothers or sisters of the various clerical orders which in France have so large a share in the work of the education of deaf-mutes. To our northern eyes this gathering of clerical brothers and sisters in the various and strange habits of their orders presented a curious spectacle.

The day before the opening of the Congress, a large number of the delegates to the hearing section of the Congress met, by special invitation, at the luxuriously furnished home of Dr. Lacharrière. At this meeting a number of pamphlets were distributed, containing the introductory addresses and observations concerning the various questions to be submitted to the Congress. Several of these pamphlets were valuable. Thus Gallaudet had caused to be translated into English, German, and Italian an introductory address on the value of speech to deaf-mutes, which he intended to deliver before the Congress. Bell had prepared a table showing the extent to which the various methods of instruction are employed in the United States. Ferreri had in a pamphlet answered all the different questions which were to be submitted to the Congress. Heidsiek had likewise prepared a pamphlet giving his views concerning the usefulness of the speech-method, and Forchhammer had prepared an epitome of his articulation method.

At the appointed time, at 9 A. M. on the 5th of August, both sections of the Congress met in the large hall of the Congress. The President of the Chamber of Deputies, Mr. Deschauel, had promised to preside at the opening session, but was unfortunately prevented. In his place the Congress was opened by Dr. Gariel, professor of medicine at the University of Paris, who in his opening speech of welcome showed that he was well acquainted with our special branch of instruction. He was followed by Dr. Lacharrière, who, in welcoming the delegates expressed his satisfaction at seeing so many present. Greetings were then in order from the representatives of various nations, Hungary, America, Russia, Mexico, Sweden. This ended the opening ceremonies, and the Congress went into business session, each section by itself.

The hearing section elected for its President, Dr. Lacharrière, for Vice-President, Baguer, and as Secretaries, Dr. Martha, Dr. Legay, and a teacher at the Asnières school, Louratto. As treasurer Dr. St. Hilaire was elected. It will thus be seen that the physicians occupied a very prominent place among the officers of the Congress, just as in the committee of organization they had formed a majority.

Even a number of honorary presidents were appointed, and, as a general rule, a compliment was thus paid to each country represented at the Congress.

After the Section had thus gotten ready for work, Dr. Gallaudet asked to have the floor, and in an address of considerable length, maintained that no resolutions should be passed concerning the various methods of instructing deaf-mutes. He asserted that the Milan Congress could not be considered as truthfully expressing the views regarding this question held in various countries, as the majority of the members of that Congress were Italians or Frenchmen, with only a few representatives of other nations. Even the present Congress, where any one who desired it could be entered as a member and take part in the discussions, could not be considered as a representative body. He warned the Congress not to make the same mistake which the Milan Congress had made when it decreed the pure

speech method as the only one suitable for all deaf-mutes, and requested that the President should not admit any propositions for a vote on this question.

Dr. Gallaudet's address called forth a strong protest from the President. He maintained that the Congress was fully competent to pass resolutions relating to the education of deaf-mutes, and that it could not be expected that persons who had come to the Congress in order to make known their views and endeavor to have them favorably considered, should abandon their prospects of seeing them approved by a possible majority.

The applause which greeted the remarks of the President showed clearly that his views were shared by the Congress, and he thereupon declared the meeting closed.

(*To be continued.*)

## THE DEAF-BLIND.

OAKMONT, PA., Jan. 11, 1901.

EDITOR THE ASSOCIATION REVIEW:—The case of poor Maud Safford was a most shocking one, until Miss Buckles took charge of her, under the auspices of the Ohio Institution for the Deaf. But still more distressing than that was a re-occurrence of the same frightful mistake within a few years, in another young girl, a pupil in a school for the blind, being dismissed on becoming deaf! This is terrible, as it creates the uneasy suspicion that there may be more such cases in the country. I do not assail the profession of instructors of the blind; I was very, very much pleased when Mr. Frank Hall, Principal of the Illinois Institution for the Blind, took Jessie Stewart up, and I am certain that Jessie will be as well educated as she *can* be. You know that the same would be the result with your neighbor at Overbrook, Pa., and I know many Principals of blind schools who would do the same. But the core of the whole thing is just here, the instructor of the blind has only the mental and moral development of his pupil to look after and except that he uses tangible instruments of instruction, his methods are practically the same as with normal children. Thus teaching *talking and hearing* is unfamiliar to him and he is not at home at it: but *to teach communication,* is the very first step of the instructor of the deaf, and with a deaf-blind pupil, he *is,* at once, at home. It is the very first thing he goes at. I am disposed to think that in the case of a child, first blind and educated to the point of reading (and of course, with normal language) who loses hearing while a pupil in a blind school, that school is really the best one for the first few years, having all the appliances for the blind, and the difficult art of instilling the comprehension of language is not called for: the pupil has that. All that must be done is to show the pupil that the positions of the manual alphabet correspond with the print alphabet, and as the sense of touch

is fully developed, this should be an easy job. While I do not blame the instructors of the blind who, in such cases, do not see how easy the job before them is, I do, most sincerely, wish that somebody would impress that fact on some of them, somehow.

I am much pleased to be able to say, that the most valuable contribution to the education of the deaf-blind, seen for many a day, is soon to appear, in the forthcoming Report of the New York Institution for the Deaf, wherein this education will be made a special feature. I am too little of an educator to go into details, but Fanwood seems to do, what I never heard of being done elsewhere, educate a number of deaf-blind pupils under one teacher. All I know about it is that Miss Barrager had three of them in her classes at one time, along with a lot of deaf ones, and another thing I know is, that two of them—Orris Benson and Katie M'Girr—are being as well educated as any are likely to be. Anyhow, if Fanwood can teach the deaf-blind in this way, much of the objection of the expense of special teachers for each pupil is brushed aside. As Dr. Currier will doubtless set this all forth so plainly that you will all be able to know all about it, there is no use in my indulging in any surmises.

Yours,

W. WADE.

## RESOLUTIONS ADOPTED BY THE DEAF SECTION OF THE PARIS CONGRESS OF 1900.

[The following comprise all the resolutions passed by the Deaf Section of the Paris Congress as translated from the Journal des Sourds-Muets for November, 1900. A number of them are local to France in their application; they are given nevertheless as showing in this part the proceedings of the Congress in their entirety. The first resolution, with the exception of the final clause, "and that the sign language should be used for those who do not succeed in it," is the same that was voted down in the Hearing Section of the Congress.]

### First Resolution.

(Offered by Gallaudet and all the foreign delegates.)

The Congress, considering that deaf children are not all upon the same plane of intellectual and physical aptitudes for the acquisition of speech and speech-reading, is of the opinion that the instruction of these children should not be limited to the rigorous application of a single method, but that the method should be chosen according to the aptitude of the pupil, and that all means should be employed which can contribute to the best intellectual and moral development of each individual.

The Congress, considering the value of speech and speech-reading, is of the opinion that all deaf children should be taught speech on entering school, and that this instruction should be continued with all those who succeed in it, and that the sign-language should be used for those who do not succeed in it.

### Second Resolution.

(Offered by Ernest Dusuzeau.)

Considering the insufficiency of the pure oral method, while recognizing its utility, the Congress is of the opinion that the oral

method and the sign method should be combined, and that, consequently, the mixed method should be re-established.

### Third Resolution.

(Offered by Henri Gaillard.)

The Congress of Deaf-Mutes admits the utility of the pure oral method, but demands the application of the combined system as the only means of perfecting the instruction of deaf-mutes, even with the oral method.

### Fourth Resolution.

(Offered by Henri Jeanvoine.)

The Congress is of the opinion:

A. In the intellectual and industrial point of view.

1. That instruction should be made compulsory and free for all deaf-mutes, as for hearing persons, from the age of eight years;

2. That industrial instruction should be given parallel with intellectual instruction, for, in the case of most deaf-mutes, their ability to earn a living depends more upon their manual capabilities than upon their intellectual capabilities;

3. That deaf-mutes found incapable of receiving instruction by the oral method should be instructed by the method of the Abbé de l'Epée, namely, by signs and writing, and that this instruction should be committed to deaf-mute teachers, who through their infirmity are better able than hearing teachers to sympathize with their pupils;

4. That secondary and higher schools should be established for the benefit of selected deaf-mutes capable of pursuing a career in the sciences, letters, and arts;

5. That religious instruction should never be removed from the educational programme of deaf-mutes, for if one man more than another needs the knowledge of God and religion it is the deaf-mute.

B. In the social point of view.

1. That always and everywhere deaf-mutes should be treated as other citizens; that, consequently, the doors of public employ-

ment should be opened to them according to their capabilities, and that they should be admitted to the civil service so far as practicable.

2. That asylums should be established to receive all invalid deaf-mutes and those who are unable to provide for their own support.

### Fifth Resolution.

(Offered by Rene Desperriers.)

The Congress is of the opinion that deaf-mutes should always be appointed to the position of instructors of deaf-mutes, especially when they have aptitude for the work still further increased by their sympathy for their own brothers.

### Sixth Resolution.

(Offered by Rene Hirsch.)

The Congress is of the opinion that the sciences of art should be taught in all the schools for deaf-mutes in France, and that courses of instruction should be opened by deaf-mute professors of art, or by hearing persons who are acquainted with the ways of deaf-mutes and can communicate with them.

### Seventh Resolution.

(Offered by Victor Lagier.)

The Congress requests the creation, in France, of an establishment of higher instruction to which shall be admitted the most promising pupils of the common schools who are capable of successfully preparing themselves for a liberal career.

### Eighth Resolution.

(Offered by Cochefer.)

The Congress,

1. Recognizing the usefulness of the speech method, is of the opinion that it should be maintained for the general instruction of deaf-mutes, but that due consideration should be paid to certain categories of deaf-mutes for whom teaching by signs appears to be the method indicated by their condition.

2. Considering that deaf-mutes are citizens like other persons; considering that they have the right to be treated the same as hearing persons and share in the benefits which their country offers to all its children by instruction and education; considering that the present organization of their schools is defective and does not correspond to the plan laid out by the National Convention of 1793; considering that these schools only yield all their results when they are in the hands of competent men and under the direction of a competent Administration,

Is of the opinion that in future the Government should appoint as Directors of our national schools for deaf-mutes exclusively professors who have made the instruction of deaf-mutes a life study.

### Ninth Resolution.

(Offered by Douard.)

The Congress is of the opinion that the schools for deaf-mutes should be transferred to the Ministry of Public Instruction.

### Tenth Resolution.

(Offered by Mauduit.)

The Congress for the study of questions relating to the education of, and aid given, to deaf-mutes, met in session on the 6th, 7th and 8th of August in the palace of the Congress, considering, that the situation of the deaf-mutes in France, from an educational point of view, far from being improved, has remained stationary; that thousands of them, owing to the lack of special schools for their use, live in ignorance; is of the opinion that the Government should be inspired by the humanitarian principles which are the principal reason for the existence of a Republican form of government, and finish the work begun by the First Republic by rigorously applying to deaf-mute children, from the age of six, the law of compulsory education, and take the initiative in the establishment of a number of district schools in those parts of France where there are large numbers of deaf-mutes.

### Eleventh Resolution.

(Offered by Eugene Graff.)

The Congress, considering the difficulty of most deaf-mutes in obtaining admission into the workshops of private industry, is of the opinion that the Government should reserve for deaf-mutes places in the shops, factories, and offices belonging to the State, especially in post and telegraph offices.

### Twelfth Resolution.

(Offered by Eugene Nee.)

The Congress is of the opinion; 1. That in all the great centers of France deaf-mute societies or branch societies should be founded; 2. That, by means of the Federation of the French Societies of Deaf-mutes, the French Government, whenever the occasion should offer, should encourage the formation of these societies and afford them sufficient protection.

### Thirteenth Resolution.

(Offered by Edmond Pilet.)

Considering that the usefulness of deaf-mute societies is incontestable; that any tendency unfavorable to the formation of these societies is contrary to the interests of the deaf-mutes, even if the teaching of the spoken word should—which is an impossibility—have attained to a degree of absolute perfection; that it is of the utmost importance to develop the societies of deaf-mutes in the most earnest manner, and to carry the same spirit of mutuality throughout the length and breadth of France by means of the Federation of Societies; that honest deaf-mute laboring men, desirous to form among themselves a society capable of offering them substantial benefits, often abandon the idea for the simple reason that even charitable people do not show any encouragement of the scheme, the deaf-mutes from different countries of the world assembled in the International Congress at Paris, on the 8th of August, 1900, are of the opinion that the relatives and friends of young deaf-mutes should encourage them to join the local society, and thus encourage them to practice the old axiom, "Help yourself, and Heaven will help you."

### Fourteenth Resolution.

(Offered by Vendrevert.)

The Congress is of the opinion: 1. That the Federation of Societies of Deaf-mutes in France should form part of the Supreme Council of Mutuality; 2. That it should endeavor to obtain the aid of hearing persons who take an interest in the advancement of deaf-mutes.

### Fifteenth Resolution.

(Offered by Henri Genis.)

The Congress is of the opinion: 1. That there should be established in France, at Government expense, a home for aged and infirm deaf-mutes of both sexes; 2. That a petition to that effect be addressed by this Congress to the Minister of the Interior, to Senators and Deputies, and to friends and well wishers of deaf-mutes; 3. That the Federation of Societies of Deaf-mutes in France be invited by the Congress to take active steps looking to the speedy realization of the idea of establishing a home, and to place itself in communication with all deaf-mute mutual aid societies with the view to obtain their assistance in raising the funds necessary for the maintenance of the inmates of the Home; and that this be done according to a form to be decided on later.

### Sixteenth Resolution.

(Offered by Henri Gaillard.)

The Congress of Deaf-mutes is of the opinion: 1. That professional instruction be suppressed as much as possible in all the schools for deaf-mutes, and that the pupils, after having finished their course, be placed in workshops not connected with schools, where their apprenticeship would partake of a more practical character, and would correspond better with the individual talents of each pupil; 2. That, until a secondary school for deaf-mutes is established, classes be, as far as possible, created in the common schools for deaf-mutes where instruction is given in commercial and administrative subjects to those pupils who show an aptitude for the same; 3. That an office of em-

ployment and information for deaf-mutes be created either by the Municipal Council of Paris at the Labor Exchange, or by the Ministry of Commerce in the Bureau of Labor; 4. That a subvention be granted by the Government of the Republic from the funds of the "Mutual Association," for meeting the needs of the employment office in case the Federation of Societies of Deaf-mutes in France should take the initiative in establishing this office.

The Congress, moreover, calls the attention of Senators, Deputies and members of Municipal Councils to the importance of finding places for deaf-mutes, and thus giving them back to social life.

### Seventeenth Resolution.

(Offered by J. Hirn, of Helsingfors.)

Considering the immense utility that would be afforded by a general uniformity of the sign-language in all the countries of the world, a uniformity which would gradually bring about the adoption of a single universal language, the Congress proposes to the local associations of deaf-mutes the following measures:

1. Within each association a special committee should be charged with the duty of preparing a collection of the signs employed by its members; this collection should include in the first place the graphic reproduction of the signs.

2. Each country shall send to the next International Congress of Deaf-Mutes one or more representatives well acquainted with the different systems of language employed in their respective countries, who shall also be able to report to what extent the governments will be disposed to assist a general international commission charged with the ulterior study of the question.

3. This International Commission, which should meet either conjointly with each of the International Congresses of Deaf-Mutes or separately, should undertake to introduce gradually and successively an ever-growing uniformity among the national systems by the adoption of the most characteristic signs of each language. These signs adopted and approved by the Commission should then be communicated by the cinematographic process to all the local associations.

4. The Commission should be further charged with preparing manuals of the universal language thus adopted.

5. To this same Commission might be finally entrusted, at the proper time, the duty of preparing an international alphabet for the use of deaf-mutes.

### Eighteenth Resolution.

(Offered by Marcel Mauduit and Henri Gaillard.)

The Congress demands the creation of a position of inspector for the supervision and exclusive control of instruction in schools for deaf-mutes. This inspector should be a trained professional instructor, or a person well acquainted with the questions concerning deaf-mutes.

### Nineteenth Resolution.

(Offered by Victor Lagier.)

The International Congress of Deaf-mutes congratulates the members of the General Councils and the Departmental Commissions who voted in favor of subventions to deaf-mutes, upon sending delegates to the Congress, and assures them of the lasting gratitude of the Congress.

## SUPPLEMENTARY TRAINING FOR TEACHERS OF THE DEAF.

EDITOR OF THE ASSOCIATION REVIEW,

*Dear Sir:*—I have read with much interest your editorial suggesting the establishment of summer schools for the training of teachers of the deaf. I think the idea is an excellent one and I trust steps will be taken at once so that there may be such training centres in operation during the coming summer holidays. They will fill a deep felt want and cannot come too soon. If such a school be established at not too great a distance from Halifax I will do my utmost to induce the less experienced teachers at least of this school to attend. The cost of such training will require consideration as those teachers who most require it—the younger and less experienced—are the least able to afford the expense.

I think boards of managers might reasonably be expected to help either towards defraying part of the actual expenses incurred or holding out reasonable expectations of an increase in salary to those teachers who after having attended the full training term bring back evidence in the shape of certificates or diplomas of increased fitness for the discharge of their duties. The last day or two might be devoted to examination and diplomas granted according to merit, but this is a matter that can well be left to those in charge of the training departments.

The training should certainly, as you suggest, take place at a school where the ordinary work of the session is proceeding. Next to knowing how to teach is the knowledge of what has been done and can be done, and every earnest teacher who witnesses the excellent results that have been obtained in some of our best schools must become inspired with greater confidence in the possibilities of the work, and with a determination to do all in his power to achieve at least equal success.

While not attempting to depreciate the helpfulness of our conferences and conventions, I feel convinced that such a scheme as you propose will have more value as far as the practical work of the schoolroom is concerned than many such meetings.

Summer schools wherever they have been tried in other departments of education have been highly successful; why should they not be so as far as teachers of the deaf are concerned? There is no time to lose and I trust that immediate steps will be taken to have such established.

J. FEARON.

INSTITUTION FOR THE DEAF,
HALIFAX, NOVA SCOTIA.

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The editorial in the December number of the REVIEW upon the subject of "Summer Training" for teachers of the deaf is most timely and brings forcibly to our attention a topic to which many connected with the profession have doubtless given some thought. It is well known that summer schools and institutes for common-school teachers are increasing in number and favor every year and are being attended by a constantly augmented body of enthusiastic teachers eager to learn the best methods of teaching from instructors of marked ability and the highest standing.

Unfortunately, up to the present time, summer schools have not been a special feature of the work of training teachers of the deaf. In 1881 the first Summer School of Oral Training for Teachers of the Deaf was established at Scranton, Pa., by Miss Emma Garrett, but it was discontinued as a vacation school some years later. In 1882 Mr. L. Alonzo Butterfield, an instructor in the School of Vocal Physiology at Boston, advertised in the Annals that a Summer School of Visible Speech was to be held that year for teachers of the deaf at some summer resort. In addition to the above, the work of Miss Brown at the Scranton School and that of Miss Yale and Miss Gawith of the Northampton School last summer, practically include all of the summer instruction of teachers of the deaf. The demand and necessity for a permanent summer normal school are strong and unquestioned.

Within a very short time the writer has received a letter from a teacher in a hearing school asking information in regard to the best summer normal school for the oral training of teachers. And this is not the only case which has recently come within the writer's limited observation.

At the outset the very important question of the location of the proposed school is to be considered. Should it be located in some central city or at a seaside or mountain summer resort, or at some school for the deaf, or should it be held in connection with the meetings of the National Educational Association, as has been suggested, or again should it be in connection with the meetings of the Speech Association or of the General Convention? We are inclined to think a summer school at a seaside or mountain resort would attract a larger number of teacher-learners than any other place, other things being equal.

The length of time and the course of study are additional questions to be decided. A term of six weeks seems none too long to accomplish satisfactory work. An ideal plan of study could be easily mapped out, including courses of lectures by authorities on Visible Speech, Speech Teaching, Vocal Physiology, Auricular Instruction, the Manual Alphabet, and, if it were so desired, on the Language of Signs.

The matter is one which is well worthy the consideration and discussion by the members attending the Buffalo Convention. There is not the shadow of a doubt that such an institute would be an immediate success and it is most earnestly to be desired for the sake of the advancement of the education of the deaf in this country that the present agitation will lead to the establishment of a permanent normal school next summer for the supplementary training of teachers of the deaf.

EDWARD P. CLARKE.

NEW YORK INSTITUTION,
WASHINGTON HEIGHTS, NEW YORK.

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The editorial in the December REVIEW on the subject of "Summer Training" for oral teachers was read with interest by

myself and doubtless by many others who have long seen the need of some well-devised, generally satisfactory scheme for providing present and prospective oral teachers with training that will make them thoroughly efficient. We have had in connection with a few schools in this country normal departments that have done what they could to turn out teachers prepared to take up this great work, and the standard of educational ability has in consequence been considerably raised, but there is still room for improvement. The demand for teachers upon these schools greatly exceeds the supply. The principal of one of them received last year over twenty-five applications for teachers trained by her, very few of whom she was able to supply. Others are constantly having a like experience. Our schools are thus confronted with a condition that should be speedily relieved, if classes of defenceless deaf children are not to be turned over to the tender mercies of tyros in the art and science of teaching speech. What is the best plan for supplying this demand, a demand that will grow as our schools increase in numbers and the training required to qualify a person for teaching speech comes to be better understood and appreciated ? The ideal plan would be for each school to train its own teachers, but there are obstacles in the way of its full realization. The officers are usually too busy with other duties to carry on the work as thoroughly as it should be done, and the proper adjustment of conditions is sometimes difficult of attainment, besides emergencies often arise when a teacher is needed and none at hand. I do not believe that the matter should be left to individual effort alone. That has proved uncertain and inadequate. The American Association to Promote the Teaching of Speech to the Deaf should take it up, induce several of our best schools to make normal departments a permanent feature, encouraging and, if need be, giving them financial aid, and making suggestions as to the character of work to be done. Among the schools worthy of such recognition would be the Clarke, Mount Airy, Pennsylvania Oral, Lexington Avenue (New York), and McCowen schools, and Gallaudet college. The first and last named already have permanent normal departments, but they should be enlarged and added to from among the others.

So much for the demand for trained new teachers. What of the host of teachers already in the work who need special training and feel their need, and those who will yet come in without adequate preparation ? Suggestions of friendship and other considerations will continue occasionally to take precedence over a desire for special qualifications; pressure for recognition of "home talent" will never be entirely eliminated, as long as human nature is what it is, or political methods are what they are, and however much the heads of our schools may wish to, they cannot always resist such pressure. Their own standing among public men of influence in the community or the pecuniary interests of the school over which they preside may at times dictate the appointment of persons who, though in every other respect qualified, lack training in the peculiar methods of teaching the deaf. To work over this material in the schools of our country, to place these partially or illy trained soldiers or raw recruits in our cause under drill-masters and render them most effective soldiers, is a task not yet undertaken. Here is a field for a great work. Plainly the work can not be left to the individuals themselves, because much of it would remain undone; it must not be done at random, because it would not be well done.

The solution of the problem is the organization of summer training schools. Our conventions and summer meetings do not fill the bill. The instruction given at them is necessarily too desultory in its character and scope to furnish a basis of training. Aside from the inspiration afforded, those who attend can but pick up pebbles of information that may serve to fill chinks in the structure they should rear but will never make the structure. Nor would training classes conducted in connection with these gatherings, as sometimes suggested, produce the best results. They would be more or less uncertain in personnel and of hasty organization, without a fixed plan of procedure. Besides, our conventions do not hold annual sessions, and their time and place of meeting are in all likelihood not the most convenient for training classes. In my opinion the best plan would be for some of the schools mentioned above, or others, to organize summer normals, with well-defined courses of study, to which teachers could

repair at stated times and receive such instruction as they need. The course should be for no less than a month, and in the case of teachers of little experience a longer time ought to be devoted. Some observation and practical work in the class-room would be profitable. But as most schools open and close about the same time, such an object could not, as a rule, be attained. However, with teachers of some experience it is not so very essential; besides, the time for observation being necessarily short, teachers would get little more by it than an idea of the general swing of class-room work. What is most essential is that the normal class be under the instruction of a teacher of recognized ability, who will give them out of the store-house of her experience such material as they can take home with them in preservable form and put to practical use in their own class-rooms. Such difficulties as she has encountered they are certain to meet with, and the methods and devices she has found successful are likely to prove so in their hands, if properly employed. The course would depend upon the length of time taken up. It should include voice and ear culture; thorough drill in the elementary sounds and many of their combinations, together with the methods of teaching them; the anatomy and physiology of the vocal apparatus, and careful instruction as to where and how the various sounds are produced; methods for overcoming difficulties, and devices for correcting imperfect utterance; drill in the symbols of "Visible Speech." If such normals were established for the summer vacations many teachers would attend, even among those of considerable experience, and the instruction would not be wasted on any one, however much he may know. The chances are, many helpful ideas would come to him that he had not been the proud possessor of before. The matter of expense should be carefully guarded, as very few of our teachers have a large bank account, and to this end I, for one, invoke the kindly offices of the Association.

J. W. BLATTNER.

SCHOOL FOR THE DEAF, AUSTIN, TEXAS.

## THE SIXTEENTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

GALLAUDET COLLEGE,
WASHINGTON, D. C., *December* 15, 1900.

TO THE MEMBERS OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF:

It has been decided by the Standing Executive Committee of the Convention to accept the very cordial invitation of the authorities of the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes to hold the next meeting of the Convention at Buffalo, New York, and within the walls of the Institution.

The Convention will be called to order at eight o'clock in the evening of Tuesday, July 2, 1901, when addresses of welcome and responses will be made.

The Sisters in charge of the Institution will be happy to provide for the entertainment of one hundred ladies, at the very reasonable charge of one dollar per day. Sister M. Dositheus has been appointed Local Committee of Arrangements, and to her due notice of purpose to take advantage of the offer just mentioned should be given.

Arrangements have been made for the accommodation of male members of the Convention, and others in excess of the number to be entertained in the Institution, at Statler's Pan-American Hotel, now in process of construction, very near the principal entrance to the Exposition grounds. This hotel is to be a first-class establishment, its proprietor being a caterer and restaurant keeper in Buffalo of reputation and high standing. The charge to members of the Convention, from one hundred and twenty-five to one hundred and seventy-five, will be two dollars per day for lodging (in no case more than three in a room), breakfast, and evening dinner.

All persons availing themselves of these special rates who are not already members of the Convention but are eligible to membership will be expected to become members at the Buffalo meeting. The conditions of membership are as follows:

"All persons actively engaged in the education of the deaf may enjoy all the rights and privileges of membership in the association on payment of the prescribed fees [$2.00 the first year and $1.00 annually thereafter] and agreeing to the Constitution."

Luncheon will be served daily in the Institution to *all* members of the Convention at a charge of twenty-five cents to those living outside.

Assurance is given by the authorities of the Exposition that low rates will be accorded by the railroads of the country to visitors to the Exposition.

Particulars as to the conditions under which others besides active members of the Convention may take advantage of reduced rates of board will be published later.

The many inducements, usual and unusual, to the people of our country, and of other countries, to visit Buffalo during the summer of 1901, will, it is believed, draw a large attendance upon the proposed meeting of our Convention, including many delegates from our sister countries, both on the North and on the South.

The buildings of the Le Couteulx St. Mary's Institution are new and very beautiful, having a fine hall for the meetings of the Convention, and convenient rooms for exhibits, committee meetings, etc.

The Chairmen of Section Committees are already at work on the programme of proceedings, which will be duly published in the Annals.

With cordial greetings from the Committee to the members of the Convention, and to all engaged in the work of educating the deaf, or interested therein, the hope is expressed that the Sixteenth meeting of the Convention may surpass, in numbers and interest, all that have preceded it.

EDWARD M. GALLAUDET,
President of the Convention.

## MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

The fortieth annual meeting of the National Educational Association will be held at Detroit, July 8 to 12, 1901.

The program of Department Sixteen will be given on Wednesday and Friday afternoons, July 10 and 12. Special transportation expense will be announced later, and there will undoubtedly be greatly reduced rates between Buffalo and Detroit. This will enable all who are planning to attend the Convention of American Instructors of the Deaf at Buffalo to go to Detroit at the close of that meeting and with very little additional expense to enjoy the meetings of the National Educational Association.

The close proximity of these two conventions as to date and location is significant, and it is hoped that many teachers of the deaf who have not already done so will take advantage of this unususal opportunity to identify themselves with the greatest educational movement of the age—the National Educational Association.

Schools expecting to make an exhibit are urged to confer early with the Chairman of the Executive Committee.

MARY MCCOWEN,
Chairman Executive Committee, Dep't XVI, N. E. A.

# REVIEWS.

**Report of the Georgia School for the Deaf, at Cave Spring, 1899.**

This report of the school at Cave Spring, Ga., is largely historical, and, besides numerous illustrations showing present officials, buildings, and school scenes, gives portraits of all the Principals who have been at the head of the school from its beginning in 1846 to the present time. It appears the school was first opened in a log cabin, a picture of which is given, and that this building was used for three years until 1849, when the main part of the present building was erected and occupied.

An interesting bit of history relating to the period before any school for the deaf had existence in Georgia, is given. As is well known, all the states at that early day, not having schools within their borders, sent their deaf children to the American Asylum at Hartford. The Hartford Asylum thus naturally took a paternal interest in the deaf children of all these states, and encouraged in every way efforts to give to them proper schooling. After some correspondence between the state officials and Principal Lewis Weld of the Asylum, a visit and an exhibition of pupils of the Asylum before the Georgia legislature, were arranged. The history that led up to this visit, and an account of the visit itself, is here reproduced:

"In the year 1833 a memorial was presented to the legislature of Georgia, by John J. Flournoy, a semi-mute, of Jackson county, praying for the establishment of an institution for the education of the deaf and dumb. This memorial was referred to the governor, Hon. Wilson Lumpkin, with a request that he obtain full information and report to the next meeting of the General Assembly; so in November, 1834, the governor, who had become

much interested in the subject, laid before the legislature all the information he had secured, expressing himself as particularly indebted to Governor Fort, of Connecticut, and to Lewis Weld, Principal of the American Asylum for the Deaf and Dumb, Hartford, Conn. In the latter part of 1834, Mr. Weld, accompanied by two deaf-mutes, Edmund Booth of Massachusetts, one of his assistant teachers, and Thomas S. Perkins of Connecticut, one of his pupils, who was then a lad of about twelve years of age, visited the capital of Georgia, and Mr. Weld says of this visit:

" 'We reached Milledgeville on the 13th of December, and I lost no time in introducing myself and my pupils to Governor Lumpkin. The governor received me and my pupils with marked affability and kindness, and expressed himself as much gratified that we had come on without waiting for his letter, which he sent for to the post-office and handed me himself. He informed me that the committee of the Senate to whom my communication of last September had been referred, with other deaf and dumb documents from here and from other places, had made a report and offered certain resolutions providing for the education of the indigent deaf-mutes of Georgia; that this report had been favorably received and though not acted on at all in the lower house, there was reason to hope it might pass in both, especially if a favorable impression should be made by an exhibition of my pupils. The impression produced by my pupils was evidently very favorable before their public exhibition. This took place on Monday evening, the 15th, in the Representative room, and was, I believe, very satisfactory.'

"The Board of Directors of the American Asylum, in their nineteenth report, use this language:

" 'The reception of our delegation by the Executive and Legislature of Georgia was also very gratifying to the board, and particularly the passage of the liberal and benevolent act above referred to (appropriating three thousand dollars), which took place before the close of the session. While they are thus trying the experiment of educating them abroad, they will have the opportunity of deciding, on data which must be constantly accumulating, whether it is best to establish a Southern institution.' "

[It may not be out of place to refer to the fact here that the Edmund Booth spoken of above as a deaf-mute and as an assistant teacher accompanying Mr. Weld, is the reviewer's father. The writer knows the story of the Georgia visit, with many interesting details not given above, by heart, for it has been told

him a hundred times. Edmund Booth is still living, at the age of ninety years, and he is probably the sole survivor of all the persons mentioned in this historical incident.]

The Principals of the school in their order and with the length of their term of service, have been O. P. Fannin, 1846-1858; Samuel F. Dunlap, 1858-1860; W. D. Cooke, 1860-1862; no Principal (school closed on account of the war), 1862-1867; W. O. Connor, 1867-1900.

The President of the Board, Mr. Felix Corput, makes, in his report to the Governor, a strong plea for enlargement of accommodations. The school increased 30 per cent. in a single year, and more room has become an absolute necessity. Specific request is made for a new dining-room, kitchen, girls' industrial department, gymnasium and baths, a new dormitory for whites, and an addition with steam heating and electric lights for the building for negroes, costing in all $59,000.

Mr. W. O. Connor, the Principal, in addition to the historical sketch above referred to, gives details of present conditions and of the needs of the school, seconding the President in his appeal for added facilities.

He then gives a number of tables that are of much scientific interest. In one table is noted the causes of deafness of the 400 present and former pupils of the school, showing 228 as congenitally deaf, 26 deaf from meningitis, 20 from fevers, 14 from rising in the head, 13 from sickness unnamed, 7 each from pneumonia, measles, and whooping-cough, 6 each from scarlet fever and catarrh, and the remaining cases either unknown as to causes or attributed, one or more cases each, to some twenty different diseases. A second table gives the ages at which deafness occurred. The third table, showing deafness as existing in family groups, is here given:

| | | |
|---|---|---|
| 263 | Families have one deaf-mute each | 263 |
| 42 | Families have two deaf-mutes each | 84 |
| 13 | Families have three deaf-mutes each | 39 |
| 7 | Families have four deaf-mutes each | 28 |
| 3 | Families have five deaf-mutes each | 15 |
| 3 | Families have six deaf-mutes each | 18 |
| 331 | | 447 |

Mr. Connor then presents the following details as regards deafness of relatives in various degrees found in the 331 families:

"The 400 deaf-mutes enumerated in Tables I and II are representatives of 331 families, which contain altogether, 447 deaf children.

"Of the 400 deaf-mutes, 193 have deaf parents, brothers, sisters, or other relatives. Two of the 400—a brother and sister—have both maternal grand-parents, both parents, one maternal grand uncle, one maternal grand aunt, two paternal aunts, five paternal cousins, and nine maternal distant relatives, making twenty-two relatives in all; twelve of the twenty-two relatives, coming from seven different families, have been pupils in this school.

"Two instances are children whose parents and grand-parents were pupils of this school.

"In one family, the father and mother being congenitally deaf, all the children, five in number, were deaf, but of seven grandchildren only one is deaf."

Regarding marriages that have occurred and the number of deaf children that have resulted, the following details are given:

"Among the 400 pupils enumerated, fifty-nine marriages have occurred, as follows:

"17 between persons who were congenitally deaf, in 5 of which no progeny has resulted. 3 of these marriages have produced 9 children, all deaf. 2 of the marriages produced 10 children, 7 of whom are deaf, 2 partially deaf, and the other possessed of perfect hearing. 7 of the marriages have produced 25 children, all of whom can hear.

"17 marriages have occurred in which 1 parent was congenitally deaf and the other adventitiously so, in 7 of which no progeny has resulted. In one case are 3 children, 2 of which are deaf and the other hears; and in 9 cases, 21 children have appeared, all of whom can hear.

"9 marriages have occurred between persons both of whom were adventitiously deaf, in 3 of which no progeny have appeared. The other 6 have produced 10 children, all of whom can hear.

"8 marriages have occurred in which 1 of the parties was congenitally deaf and the other a hearing person, and in 2 of these no progeny has appeared. In 1 case the parents of the hearing person were deaf, producing 2 children, one of which is deaf. In the other five cases are 12 children, all of whom hear.

"8 marriages have occurred in which one of the parties was adventitiously deaf and the other a hearing person, and in two

of these no progeny has resulted. In one case there are 3 children, 2 of whom are deaf. In the other 5 cases are 21 children, all of whom hear."

Table four shows consanguinity of parents as given by the parents themselves. The table with its introduction follows:

"As stated in Table III, the 400 pupils enumerated are representatives of 332 families, which contain altogether 447 deaf persons. The family percentages found below are based upon the 332 families, and those of the deaf upon the 447 deaf persons:

| | Per Cent. of Families | Per Cent. of Deaf |
|---|---|---|
| In 275 families, .828 per cent. of the 332 families, producing 350 deaf children, .783 per cent. of the 447, the parents were not related | .828 | .783 |
| In 26 families, .078, producing 48 deaf children, .107, the parents were first cousins | .078 | .107 |
| In 12 families, .036, producing 19 deaf children, .042, the parents were second cousins | .036 | .042 |
| In 11 families, .033, producing 15 deaf children, .033, the parents were third cousins | .033 | .033 |
| In 3 families, .009, producing 7 deaf children, .015, the parents were fourth cousins | .009 | .015 |
| In 1 family, .003, producing 2 deaf children, .004, the parents were sixth cousins | .003 | .004 |
| In 2 families, .006, producing 3 deaf children, .007, the parents were half cousins | .006 | .007 |
| In 2 families, .006, producing 3 deaf children, .007, the parents were distantly related | .006 | .007 |

"From the above Table, we find that in 55 families, .168 per cent. of the 332, the parents were more or less related to each other. In these 55 families 97 deaf persons have appeared, giving a percentage of .214 of the 447."

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**Seventeenth Biennial Report of the Mississippi Institution** at Jackson, for the two years ending Sept. 30, 1899.

The Board of Trustees in their report to the legislature urges strongly the expediency of changing the location of the Institution from the city of Jackson to some suitable suburban site and erecting new and commodious buildings. In this they but second the recommendation of the Superintendent of the school who presents strong arguments in favor of removal.

The Superintendent, Mr. J. R. Dobyns, reports an attendance of 97 pupils, a falling off from former numbers due to causes in-

cident to an epidemic of yellow fever in the state. With regard to the methods of the school he speaks as follows:

"In the intellectual department there has been no change of method. We use what is known among the educators of the deaf, the combined system. That is, we teach our pupils by writing, by finger spelling, by signs and by speech.

"After twenty-five or thirty years of controversy over methods, one side, the oralist, being led on, pushed, assisted by the distinguished Dr. Alexander Graham Bell, than whom there is no one more interested in the great work of instructing the deaf, a large majority of the leaders in this branch of education unhesitatingly affirm in conventions, in reports, in newspaper and magazine articles, that the combined system brings the greatest good to the greatest number. When we take into consideration the intellectual and moral characters of those composing this large majority, who are giving their lives to the management and training of the deaf, and when we remember that very few of them would endanger their personal or selfish interest in the least by espousing the oral method, it must be acknowledged that their judgment is unbiased and that they are studying only the welfare of the deaf. I hope you will feel, therefore, that this department is conducted in a wise and conservative manner.

"I would attribute the same high motives to those who have adopted the pure oral method.

"The prime object in this department is to give our pupils such a command of the English language that they can intelligently express their thoughts by writing and, if possible, by speech, and through writing or the reading of the lips, get the thoughts of others. That they may be able to think, we must give them food for thought. We, therefore, endeavor to store their minds with the knowledge of those subjects that interest and occupy the hearing. We try to make our course of study about what it is in the graded public schools."

Asking for a new location and new buildings, the Superintendent makes a special appeal for a museum to aid the teachers of the school by providing suitable illustrative material for the work of instruction. In arguing for liberal expenditure on the part of the state in its support of the school, Mr. Dobyns makes the following statement: "I take pride and pleasure in calling their attention to some facts and figures appended to this report concerning the deaf men and women who have gone out from this school. I have very carefully gathered these facts and do

not hesitate to say, as I have said before, that those who have gone out from this school in the last twenty-five years are producing annually more than the State appropriates to maintain it."

A "Supplemental Report" gives letters from Superintendents of various schools for the deaf in which suggestions are made as to location and buildings for a new school. The necessity of fire-proof construction for buildings is particularly urged in all these letters. An interesting "history of former pupils" is also presented in the supplemental report, illustrated with a score or more of portraits. An exhibit giving facts relative to occupation, marriage, and children of former pupils, shows that of the 79 reported 13 married hearing partners, 32 married deaf partners, and 34 are unmarried. Of the 88 children resulting from the marriages, 1 child is deaf with both parents deaf.

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**Fifth Report of the Home for the Training in Speech of Deaf Children before They are of School Age,** Bala, Penn., 1900.

The President of this Home, Mr. S. Edwin Megargee, referring to the training which the school gives to prepare deaf children to enter hearing schools there to complete their education in association with normal children, has this to say:

"We are now justified in making the pleasurable announcement that the hope, given expression to two years ago, has become a realization for those of the children who have finished our course. What has been accomplished by these children can surely be attained by those who follow. Until now, those who have been disposed to question the practicability of our system, might well have pointed to the fact that no final results had been attained to prove that deaf children could be trained to a point which permitted their co-education with hearing children.

"In view of the detailed facts set forth in the Principal's report, there can be no further doubt but that the founders of the Home for the Training in Speech of Deaf Children before they are of School Age were right when they claimed that if a deaf child is surrounded by uninterrupted influences from birth, which

teach it articulate speech and lip-reading through the eye, as the hearing child learns to speak through the ear, the deaf child can then be educated with hearing children.

"Nine children, having finished the course in the Home, have since leaving it been attending the ordinary schools for hearing children. Some of them are in their first, and others in their second year in these schools. They have not all gone to the same school, but each to a different locality.

"Thus we have the testimony of nine teachers under different conditions and surroundings. One boy is at St. Francis' Industrial School. One girl and one boy are attending different public schools in Philadelphia. One girl and two boys are at hearing schools in as many different portions of the State. One boy is at public school in Camden, N. J. One girl is being educated in New York and another in Cambridge, Mass. Each child is by himself or herself associated with hearing children, and under a different teacher. This makes the accumulated testimony more reliable and valuable than if they had all been sent to one teacher. If any of these children had under such circumstances been able to barely hold a place in the hearing school it would not have been discouraging. What has been the result? Every one of these children stands in the front rank of scholarship and has required from the teacher no more attention and no greater privileges than the hearing children, except the one requirement of a location in the school room where the deaf children may see clearly the teacher's face. There were teachers who hesitated to take the deaf children into their classes, fearing that their special requirements would interfere with the routine work of the class-room. After an experience for some months not a single teacher has expressed aught but perfect satisfaction with the deaf children. The result of our system of education as displayed by these children even exceeds the fondest anticipations of those who have for years contended that deaf children, if taken at a very early age, could be trained in articulate speech and lip-reading, so that they could be educated and associate freely with hearing children."

The Principal of the school, Miss Mary Garrett, gives a brief history of the school, and concludes her report with extracts from letters written by the teachers of former pupils of the school who are now being educated in the public schools with hearing children. These letters report the pupils quite uniformly as doing well in their school work and maintaining a creditable rank in their classes.

**Third Annual Report of the West Australian Deaf and Dumb Institution** at Perth, 1900.

This young school has an attendance of twelve pupils but there is room for eighteen. The Superintendent, Mr. H. H. Witchell, reports the work of the school-room as rendered abnormally difficult by the exceeding diversity among the pupils, rendering necessary a great deal of individual teaching. Of this school work he has to say:

"In all grades a considerable amount of minute and difficult work has been done, but, like all foundation work, it is largely hidden and not very apparent, and its true effects will remain unperceived till the more regular and ordinary educational subjects come to be undertaken seriously. And here I may remark, that not the instilling of knowledge on given subjects, but the establishing and perfecting a reliable and accurate means whereby that knowledge is conveyed, together with the exercising of the perceptive and reasoning powers, form the matter of our deepest thought and heaviest labors. Hence it comes, that in these fields—often uninviting in aspect, but dangerous to neglect —an inconceivable amount of ground has to be traversed ; the results are, by nature, far from showy, and when the pupil has expressed the simplest infantile thought in the simplest elementary English, the result does not look large, but it is of an order than which few could be greater."

That speech teaching is receiving attention in the school is evidenced by the following reference to the subject by Mr. Witchell:

"Of one branch of the school work, and that a most important one, Lip-Reading (as possessed by the more advanced among our little ones) I can speak with great pleasure and entire satisfaction. And I am the more gratified, as success in this particular study necessarily points to a good and sound comprehension of English as far as the subject has been taught. We constantly find room for pleasure in the way the more advanced children referred to carry out instructions issued by word of mouth and understand what is said during the course of a lesson. Such an accomplishment lightens the teaching, besides conveying the genius of the language with better effect, while the children greet with pleasure and confidence an exercise that is to be conducted by lip-reading. The great preparation for this, in the large familiarity with simple language (the early stages of mechanical recognition of elementary oral formations

being passed), is done on the valuable, and from a mind-strain point of view, merciful manual system. It is this that steps in when a block occurs and removes with ease and rapidity the impediment, while it prevents the mental development of the pupil being jeopardised and time worse than lost by a mistaken insistence on some obscure words being discovered. We have little room to doubt that, with well developed vision, all our pupils who are capable of becoming well acquainted with English, will in the end be able to read the lips with very good facility. A small amount of speech has been acquired by certain of the children, but, except in special cases, we do not direct its constant practice. Two or three of our youngest scholars give much hope, and will, we believe, eventually speak intelligibly."

The school being supported by donations and subscriptions, a portion of the report is given to the publication of a financial statement with a list of the subscribers to the funds.

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**Report of the South Australian Institution for the Blind and Deaf and Dumb**, Brighton, Adelaide, 1899.

This Report is profusely illustrated with school views. One of the views shows a school-room with, as it would seem, three classes and their three teachers. This is an arrangement not uncommon we believe in British schools, though entirely unknown with us.

The President of the institution, Sir John Colton, gives a brief history of the school, now twenty-five years old. During its history the school has admitted 176 pupils,—57 blind, 117 deaf, and 2 blind and deaf. One hundred and twenty-five of these have left, having completed their course of training, and, with very few exceptions, are maintaining themselves at various trades and occupations in Adelaide and in different parts of the colony and Broken Hill. It is a source of great satisfaction to the Committee to know that the conduct of those who have passed through the Institution has been so exemplary that not one of them has ever been prosecuted for a breach of the law.

The oral system of teaching the deaf was introduced in 1886, in addition to the manual method. Industrial training was introduced in 1892, and a trades building was erected in 1896.

Gratification is expressed upon the conferring upon the Superintendent of the Institution, Mr. Samuel Johnson, by Gallaudet College at Washington, D. C., of the honorary degree of Master of Arts. Of this action Mr. Colton says: "No greater honor can be conferred upon a teacher of deaf-mutes than that bestowed by this College, which rarely confers distinction on teachers outside the United States."

It would seem the school is largely sustained by endowments and subscriptions, a regular collector being employed; the Report is largely given to the publication of the lists of subcribers with statement of amounts contributed.

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**Historical Sketch of the Montana School for the Deaf and Blind** at Boulder, 1900.

This historical sketch presented by the Superintendent of the school, Mr. Thos. S. McAloney, was prepared by his predecessor, Mr. E. S. Tillinghast, now an instructior in the Kentucky School at Danville. It appears by the record that the school was started in 1893, and that it received by Congressional action a land grant of fifty thousand acres to aid in its establishment. Unfortunately the Congressional act by which this grant was made provided that the institution should be designated the "Montana Deaf and Dumb Asylum," and thus the name "Asylum" is fastened upon the school. It is expected, however, that the original Congressional act will be amended so as to give a proper name to the school. Mr. Tillinghast gives in detail the steps of growth and development of the school from its beginning to the year 1900. This already a condensation can not be further condensed for this review. Referring to the methods of the school, preference is expressed for the combined system of instruction. The teaching of speech and speech-reading in the school is made an important part of the school work as the following quotation shows:

"It is the purpose and policy of the Montana school to give every pupil who enters at a suitable age a careful and thorough test as to ability to learn speech and lip-reading, and to teach

all who give promise of making good progress exclusively by the oral method. All other pupils will be taught by the manual method which concentrates all effort upon the work of giving the pupil an easy command of written English, largely through the use of the manual alphabet."

The enrollment of the school as published is 36 deaf children and 11 blind children.

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This is a quarterly publication issued under the auspices of the Iowa Board of Control having in charge all of the Institutions of the state, including among the rest the Iowa School for the Deaf. It is in its substance a collection of carefully prepared papers written by experts connected in one capacity or another with the several Institutions of the state, and we should say the papers are of the highest value as treating upon subjects of the most immediate and vital concern to the Institutions themselves as well as to the state at large. The number before us contains a paper by Superintendent Henry W. Rothert, upon the "Iowa School for the Deaf—Its Origin, Mission, and Growth," which is a complete history of the school from its beginning in 1855 to the present time. This is a valuable document as giving in careful order the successive facts and incidents of the growth of the Institution, and it is especially interesting in the complete list which it gives of the trustees, superintendents, and teachers that have been from the beginning connected with the school. Fine half-tone engravings show various buildings and departments of the school.

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**Forty-Third Annual Report of the Columbia Institution for the Deaf and Dumb** at Washington, D. C., 1900.

As is well known the Institution of which this is the Report includes Gallaudet College and the Kendall School. The entire number of students and pupils enrolled during the year was 189, of which 134 were in the college department representing 31

states, the District of Columbia, Canada, and Ireland, and 55 in the primary department.

The President, Dr. E. M. Gallaudet, makes formal report of the college and school work of the year, giving a list of the lectures delivered by various members of the faculty before the student body; referring to the technical department and the special courses given students in floriculture, agricultural chemistry, electrical engineering, and civil engineering; noting the changes in the teaching staff; reviewing the exercises of presentation day; and giving the financial report showing receipts and expenditures. An exhibit of photographs and publications at the Paris Exposition won for the Institution a gold medal.

An appendix to the Report gives a review of the proceedings of the Paris Congress for the Study of Questions of Education and Assistance of Deaf-Mutes. With this is included the papers read before the Congress by President Gallaudet on "What is Speech worth to the Deaf?" and Dr. E. A. Fay on "The Secondary and Higher Education of the Deaf in America." President Gallaudet also makes comment upon the action of the Congress upon the several resolutions offered relating to the subject of the teaching of speech to the deaf. The Appendix includes a paper by Prof. Amos G. Draper read before the Illinois Association of the Deaf, on "Gallaudet College and Technical Instruction."

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**Report of the Public School for the Deaf** at Trondhjem, Norway, for the year 1899–1900.

The number of pupils during the scholastic year was 72, viz.: 38 boys and 34 girls, many of whom came from Finmarken, Tromso and Nordland, the northernmost provinces of Norway, on the shores of the Arctic Sea. The pupils were distributed in seven classes, according to age; and the course of instruction embraced religion, bible-history, the mother tongue, history, geography, natural history, arithmetic, penmanship, and drawing. The school is a boarding school, under the able direction of Miss

Allum and her assistant Miss Bang who has charge of the housekeeping department. Twenty-one pupils who could not find room in the school, boarded in seven private houses.

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**The Care of Backward Children in the Public Schools and in Institutions for Deaf-Mutes.** Heinrich Stelling, teacher in the Institution for Deaf-Mutes at Emden, Germany. W. Haynel, Publisher.

In this pamphlet of 62 8vo. pages Mr. Stelling gives first a brief review of the development and present condition of this branch of education, and secondly offers some suggestions as to the best means of furthering the cause. In the countries of continental Europe steps looking to the education of *backward* children were first taken about 15 or 20 years ago, although in Germany a few schools for such children date further back. The first school of this kind was founded in Halle in 1863, and the second in Dresden in 1867, most of them, however, during the last 20 years. According to the latest available statistics, those for the year 1898, there were in Germany 57 such schools with 213 teachers, and 4250 scholars in 197 classes. Similar schools were also founded in Norway, Switzerland, Austria, Great Britain and France.

The question as to the best means of caring for *backward deaf-mute* children has occupied the attention of teachers of deaf-mutes in Germany for the last 50 years, and has been discussed in all its bearings at many meetings and in the various periodicals devoted to the instruction of deaf-mutes. Much has been done, but, as Mr. Stelling thinks, not enough in proportion to the efforts made. It is generally recognized that if the education of backward deaf-mutes is to bear fruit, and lead to good results, it is an absolute necessity that the different classes of deaf-mutes should be cared for in a different manner, to suit the varying capacities of each. A great deal has been done in this direction in the Scandinavian countries, and Mr. Stelling gives a brief sketch of the system in vogue in Denmark, which may well serve as a model for other and larger countries. All the deaf-mute chil-

dren in that country are divided into three great groups, viz.: absolute deaf-mutes, partial deaf-mutes, and backward or idiotic deaf-mutes, each of which are instructed in separate institutions. Even in these institutions the children are graded according to their faculties, and receive the instruction best suited to their circumstances in separate classes.

Mr. Stelling next discusses various important questions relating to the matter of the education of backward deaf-mute children. He is of opinion that, under all circumstances, separate *institutions* are preferable to separate *classes* in one and the same institution. In many respects boarding schools are more successful in instructing and educating backward children and fitting them for real life than day-schools. Such boarding schools should preserve the character of a family as much as possible, and have only a limited number of scholars. The statistics of backward or idiotic deaf-mutes are still too incomplete to draw general conclusions therefrom. In Schleswig the backward children are 30 per cent. and in Rhenish Prussia 12 to 13 per cent. It is very difficult to lay down rules applicable in all cases, as to the time when the backward children should be separated from the others. In large institutions with many separate classes this is generally done at the end of the second school-year, whilst in small institutions having only two or three classes, the end of the first year will be a better time. The course of instruction in most of the German institutions embraces three grades, viz.: preparatory instruction in the style of the kindergarten, the regular course of studies, viz.: reading, writing, arithmetic, history and geography, and the practical course, viz.: sewing, knitting, darning, cooking and other house work for the girls, and garden and field work for the boys. It is no easy matter to procure suitable teachers for backward deaf-mute children. To be successful such a teacher should, in addition to the qualifications required in all teachers, possess an unusual amount of patience and kindness, and have a heart filled with true Christian love for his weak fellow-beings, always remembering that he is called to do his share in carrying out the scriptural injunction: "God will have all men to be saved and to come unto the knowledge

of the truth !" We can highly recommend Mr. Stelling's pamphlet which in a brief and concise, but at the same time exhaustive, manner treats the important subject of the care of backward children in all its phases.

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**Account of the Debates and Various Reports** upon the International Congress for the Study of Questions Relating to Assistance and Education of Deaf-Mutes (Section of Deaf-Mutes). Henri Gaillard, Secretary of the Programme. Henri Jeanvoine, General Secretary. Paris. Printing office of Deaf-Mute Mechanics. 111 Rue d'Alesia (31 Villa d'Alesia). 1900.

This volume of 383 octavo pages is a complete report of the debates and addresses with the various papers presented at the Paris Congress in its Deaf Section. For so large a volume it is a very prompt publication of the proceedings of the Congress, and the secretaries are to be congratulated upon their excellent work. The resolutions passed by the Section are published elsewhere, in this issue of the REVIEW. They show the action of the Section upon the various important subjects brought before it and in the discussion of which it occupied the greater part of its time.

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**American Annals of the Deaf**, January, 1901, Washington.

Among the several more valuable papers of the current number of the Annals is one giving description of "Brown Hall," the new school building of the Michigan School at Flint. This, the newest, is probably the best building of its kind now in the country, and the State of Michigan and her deaf children of this and coming generations are to be congratulated upon its erection. The illustrations accompanying the article show a most excellent arrangement of class, assembly, and administrative rooms, and give one the impression that every need of a school building has been noted and every convenience for good work provided. The description of the building by Mr. Thos. P. Clarke gives inter-

esting details as to appointments and construction, and closes with the following statement which suggests the very practical work the school is doing in its industrial department:

"All the furniture used in the building is the work of the boys in our cabinet shop, except the chairs in the chapel. These are for temporary use, however, and will be replaced by opera chairs to be made in our shop."

Dr. A. L. E. Crouter's paper on "Changes of Methods in the Pennsylvania Institution," will receive wide reading. Recounting the recent history of the Mt. Airy School as it relates to oral instruction, and touching upon the question of oral failures, Dr. Crouter makes the following interesting and significant statement:

"But let me apply this failure test to the work of the Oral Department when it was more fully organized, say from 1892 to 1899, inclusive. During this period there were received into the Institution 516 pupils, of whom 493 were placed under oral instruction and 23 under manual. Under instruction, but 20 of these pupils have been regarded as failures, and transferred from the Oral Department to the Manual. That is, in a period of eight years, with a total of 493 pupils placed under oral instruction, the percentage of failure is not quite 4‡; and to-day, with a total of 500 pupils under instruction, 452 orally and 48 manually, there are but 14 oral failures in the school—under 3 per cent. of the total attendance."

Space will not permit special mention of other papers in this number. The following is the table of contents: "Brown Hall: the New School Building of the Michigan School for the Deaf," Thomas P. Clarke; "The Educational Value of Pictures," Alvin E. Pope; "A Strange Restoration of Hearing and Speech," William N. Burt; "The Correction of Errors in Language Work," George M. McClure; "The Use of the Microphonograph in the Education of the Deaf—II," H. Marichelle; "A Study of the Deaf, with an Analysis of 170 Pupils at the Pennsylvania Institution for the Deaf and Dumb," F. Savary Pearce, M. D.; "Changes of Methods in the Pennsylvania Institution," A. L. E. Crouter; "William R. Barry," Charles W. Ely; "The Convention of the Association of German Teachers of the Deaf at Hamburg, 1900," George W. Veditz; "Deaf Collegians Su-

perior Athletes," Edward P. Clarke; "Tabular Statement of American Schools for the Deaf," with accompanying explanations, by the Editor; "How Signs Disappeared from the Rochester School," Zenas Freeman Westervelt; "Resolutions Adopted by the Deaf Section of the Paris Congress of 1900"; "The Sixteenth Meeting of the Convention of American Instructors of the Deaf," Edward M. Gallaudet; Notices of Publications; School Items.

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**National Geographic Magazine,** January, 1901, Washington, D. C.

The table of contents of the January number of this magazine is as follows: "The Influence of Sub-marine Cables upon Military and Naval Supremacy," George O. Squire, Capt. Signal Corps, U. S. A.; "The Indian Tribes of Southern Patagonia, Tierra del Fuego, and the Adjoining Islands," J. B. Hatcher; "Location of the Boundary between Nicaragua and Costa Rica," Arthur P. Davis, Chief Hydrographer, Isthmian Canal Commission; "The Nicaragua Canal"; "The Tsangpo," James Mascarene Hubbard; "Recent Contributions to our Knowledge of the Earth's Shape and Size, by the United States Coast and Geodetic Survey," A. C. Schott; "Explorations in Central Africa"; Geographic Notes.

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**Seventh Annual Report of the Calcutta Deaf and Dumb School,** Session of 1899.

This is the school of which Mr. B. J. N. Banerji is Principal. Mr. Banerji it will be remembered visited in this country in the year 1896. The school has an attendance of 27 pupils—3 girls and 24 boys. We quote portions of this interesting report as showing the character and scope of the work the school is doing :

"The boarding department, which suffered so much owing to the appearance of plague in the preceding year, has been better organized. The number of inmates for the last year was five against three for the previous year. We have had applications

for receiving little children as boarders, but we have been painfully compelled to refuse them owing to want of accommodation and of a sufficiently large compound for the little ones to play about. This is a pressing want; it considerably hinders the growth of the school. Great credit is due to Babu Mohini Mohan Mojunder, the teacher in charge of the department, for his economical management of the boarding. It has been a labour of love with him.

"The teaching staff consisted of the same gentlemen as it did the year before. But there has been a new departure in the method of teaching. A class of seven is taught through the medium of signs, the Principal being of opinion that they are too old to be taught on the oral method. The rest are all taught to speak, and to understand the spoken language by watching the movements of the speaker's lips, tongue, &c. Progress in this direction has been so satisfactory that some of the students can readily answer questions without hearing a bit of what is said to them, while two or three others can hold an intelligent conversation. Drawing and wood-engraving received usual attention. Furthermore a tailor has been appointed to teach sewing. Specimens of their work may be seen at the school. The Committee hope some rich citizen or some wealthy merchant will present the school with a sewing machine better than what it has at present. The Committee can not leave this subject without thanking the Principal and his assistants for their devotion and earnestness. It is difficult enough to teach the hearing. How much more difficult it is to teach the deaf and dumb !

"The want of a properly-trained lady to teach the girls and the little boys was long felt. Accordingly a young lady—Miss Adeline Das Shaw—of the Christ Church School has been admitted into the Training Class. According to the Rules framed for the Class she will, after a year's training, sit for an examination, on passing which she willl be entitled to an appointement as teacher. The Training Class is open to all, and any one desirous of joining it may communicate with the Secretary."

An opinion of the school and its work as expressed by Miss M. Henry, a teacher of the deaf and dumb in London, is quoted in the report and is here reproduced:

"I have visited this school with great pleasure, and find that there is one boy who speaks English... He seemed inelligent and was able to answer when I spoke to him. I was also very pleased with the other children and although I could not understand, their language being Bengali, I thought their voices very good and

strong. The wood-engravings and needle works were exceedingly good."

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**Fifth Biennial Report of the North Dakota School for the Deaf,** at Devils Lake, 1899, 1900.

The Superintendent, Mr. D. F. Bangs reports an attendance during the past year of 59 pupils. Recent additions to the buildings give a capacity for 64 pupils. Mr. Bangs urges certain amendments to the compulsory attendance law to make it more effective, and also to the census law so that deaf children may be enumerated at the same time with hearing children in the regular annual school census, something not now done.

In his 1899 report the Superintendent refers to the work in the intellectual department as follows:

"The method of instruction has been the same as last year and is the method generally recognized as the most practical and successful with the deaf. The oral part of our work has had only one teacher as in the past and we have not been able to devote as much of our teaching force to this branch as its importance demands. Six pupils have been taught orally and such time as could be spared has been given to instruction in articulation with those pupils who showed any aptitude for this work."

The school graduated its first class containing three pupils, in June, 1900, and as they were subjected to the examination given candidates for entrance to Gallaudet College in which they acquitted themselves creditably, the Superintendent feels that "the school can justly be proud of the first class to graduate from its doors."

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**Revue Generale de l'enseignement des Sourds-muets** [General Review of the Instruction of Deaf-mutes], Paris, October, 1900.

Distribution of prizes at the National Institution for deaf-mutes; addresses delivered on this occasion, by Prof. M. Pautré, and the President, Dr. Regnard. Letter from Mr. Eugene Pereire, relative to certain important data in the history of instruction of deaf-mutes during the 18th century. "The deaf-

mutes and the international Congress of public and private charities," by D. de G. "The Paris Institution at the 13th international medical Congress," by H. M. "The international Congress of deaf-mutes (hearing section)" by J. Marion. Bibliography. This number contains a very fine and lifelike portrait of Mr. Pasquale Fornari, Director of studies of the Royal Institution for deaf-mutes at Milan; and four pictures showing the suits worn by the pupils of the National Institution for deaf-mutes at Paris, when in class, in the workshop, and when outside of the school; also the dress worn by pupils of the infant class.

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**L'Educazione dei Sordomuti** [The Education of Deaf-mutes], Siena, Italy.

The December number, 1900, gives the following table of contents: "The head of deaf-mutes" by G. Ferreri, article written in reference to a German publication entitled, "The origin and cause of deaf-muteness" by Dr. Fritz Danziger. "For the good of our institutions," by C. Perini. "The place which writing should hold in the instruction in language in our schools for deaf-mutes" (from the German by G. Schlott). "They who find time, waste it !" by P. Fornari. "The teaching of language in the first, second, and third years of the course of instruction for deaf-mutes," by Beattie of Belfast. Miscellaneous communications.

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**Nordish Tidskrift for Dofstumskolan** [Scandinavian Journal for the Education of Deaf-mutes], Nos. 10 and 11, Goteborg, Sweden, 1900.

"L. F. Wiedemann," obituary, by H. Finch. "Two Congresses" by Fredrik Nordin. "Exercises in hearing and their importance for deaf-mutes" (2d article) by Hjalmar Keller. "Lip-reading," concluding portion of the treatise entitled, "An exposé of the principles of articulation," written for the international deaf-mute Congress of Paris, 1900, by G. Forchhammer. "The education of teachers of deaf-mutes and the language of gestures," by Wilhelm Nyberg.

**Address**, by Dr. Eduardo Sanz Bremon, Secretary of the Board of Directors of the College for Deaf-Mutes and Blind, delivered on the 16th of December, 1900, at Valencia, Spain, at the distribution of prizes to the scholars.

Although this College, situated in the flourishing city of Valencia, with a population of about 180,000, has only been in existence for a comparatively short time, the speaker could congratulate the Directors and teachers on the excellent results obtained. In 1899, a large and commodious building well suited to the purpose, was bought, and the students and the faculty could move in in October of the same year. During the scholastic year the number of students was 102, viz.: 61 boys and 41 girls; of whom 70 had so diligently and conscientiously applied themselves to their studies as to be worthy of receiving prizes. Of the students 38 were blind, and the rest deaf-mutes. The course of instruction besides the subjects usually taught in schools for the blind and deaf-mutes, embraced thorough instruction in music (vocal, piano, and guitar) for the former and drawing for the latter.

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**Simple Truths for Children**, by A. J. Story, Headmaster of the North Staffordshire Blind and Deaf School, Stoke-on-Trent, England, 16 mo, pp. 11.

This is a course of forty-four short lessons designed to give in simple statement form the fundamentals of spiritual things. It is much after the plan of Peet's "Scripture Lessons" with which most teachers in this country are familiar; and it also suggests in its manner of development Weed's "Great Truths Simply Told."

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**Smaablade for Dovstumme** [Leaflets for Deaf-mutes], Copenhagen, Denmark, November, December, 1900.

This is a delightful little publication, by Mr. Fritz Bech, teacher at the Royal Institution for deaf-mutes at Copenhagen, which in a popular form gives all that can be of interest to deaf-

mutes in Denmark, relative to persons and events in their own country and abroad. The present number contains a portrait of Counsellor Gjoe who was teacher at the Royal Institution from 1844 to 1881, and was justly popular among all his pupils on account of his genial character. The short biography of Counsellor Gjoe by P. Petersen reads almost like one of his famous countryman's Hans Christian Andersen's charming stories

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The following reports and publications received are reserved for future review:

Thirteenth biennial Report of the Illinois Institution, ninth biennial Report of the Wisconsin School, thirty-third annual Report of the Clarke School, twenty-fourth Report of the California Institution, the Teaching of Language during the early period of a Deaf Child's Life, twelfth biennial Report of the Kansas Institution, the Quarterly Record.

# EDITORIAL.

**The Convention at Buffalo**

The next Convention of America Instructors of the Deaf is called to meet at Buffalo, July 2, 1901. Important details as to entertainment, membership, etc., will be found in the call of President Gallaudet published elsewhere. To be held at the place of the Pan-American Exposition, this Convention bids fair to be very largely attended, and with a good programme it should be one of the most successful ever held. As the Committee on programme now have their work in hand it may be in order to suggest and urge that the programme be built on lines that will make the proceedings preeminently attractive and helpful to the working teacher. There is no one who needs help more than the every-day teacher who has the problems and difficulties of the school-room constantly before him and this help he has a right to look for in great abundance at a convention of instructors of the deaf. The convention by its title belongs to *instructors,* and the programme should belong to them in its entirety; that is to say, it should have deaf children, and methods and devices for teaching them, as the pivot point upon which and about which all papers and discussions should centre and revolve.

A superintendent in attendance at the Talladega Conference last summer voiced to the writer what we beleve is the proper sentiment upon this question. Speaking of the programmes of the Conference of Principals and of the Convention of Instructors he had to say: "Differentiate the work and consign the proper work to the proper body. Superintendents often take up too much time in Conventions—about things naturally that interest Superintendents and concern them perhaps solely. The programme of the Principals' Conference should steer clear of all questions that could be or should be discussed at a Convention.

This policy of differentiation would relieve each body of all outside questions, and yet they would have proper attention before the bodies that should consider them."

There will be no doubt the usual exhibition of school-work and shop-work, and of pupils illustrating methods of instruction. The suggestion has been made by an officer of Department XVI, N. E. A., that all these exhibits might very well be transported bodily to Detroit after the Convention closes. There is assurance that the exhibits will be welcomed and that they will be properly cared for upon their arrival in Detroit. As the Detroit meeting immediately follows the Buffalo meeting—its dates being July 8-12—there will no doubt be many teachers who will avail themselves of the opportunity of attending both meetings, the distance between the cities not being more than 200 miles, and easily traversed either by water or rail.

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**The Case of Miss Rockefeller**

The first reports of the great improvement in the hearing of Miss Alta Rockefeller, daughter of the American multi-millionaire, John D. Rockefeller, by a skillful surgical operation performed by a Vienna physician, were naturally received with skepticism as being but exaggerations of a sensational news writer. The details of the operation are, however, now made public by the physician himself who performed it, Dr. Isidor Muller. In a lecture before the Society of Physicians in Vienna, Dr. Muller described the case of Miss Rockefeller and detailed his mode of treatment:

"A lady," said he, meaning Miss Rockefeller, but not naming her, "came to my sanitarium at Carlsbad, on July 24 last, to consult me about an old, far-advanced ear affection technically known as cholesteatoma. She told me she had suffered from this from the days of her first teething. The bone in one ear had been partially destroyed, while the other ear was suffering from sympathetic correspondence. The hearing was greatly impaired, the left ear being wholly deaf.

"I outlined a course of treatment. This was carefully

carried out for 10 weeks, and, to my delight and the young lady's, the first part of the cure was completed. The old ear drum was wholly destroyed and a new one grown. The affected parts began to heal and cicatrize. This is most important, because chronic cholesteatoma may lead to disease of the brain. In fact my patient did have abscesses.

"The case, by this time, was so grave that all known methods had been tried unavailingly. I was forced to invent new methods, which have fortunately succeeded. These were two in number.

"The first was to introduce a small gold plate into the ear, fashioned into the required shape. This was placed between the ear drum and the chain of small bones which transmit the vibrations to the internal ear. This improved the patient's hearing so much that she could hear the ticking of a watch, something she hadn't heard for years.

"The second new method was to replace the destroyed portions of the tympanum or ear drum by miringoplastic means. Here again I inserted small gold plates. This was tried only after every known method had been used in vain.

"Two months ago the patient came to Vienna for the continuation of her treatment, which I have now carried to an unexpected point of success. Invaluable possibilities for the treatment of ear trouble and deafness in the future are now opened out. My patient, I may add, gave me every assistance that docility, resolution, intelligence, and fidelity could afford."

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**The N. E. A. Meeting at Detroit**

The coming meeting of the National Educational Association at Detroit gives promise of being a great one in every respect, and the teachers of the deaf will we believe contribute not a little to its success by their presence and their work. According to the call published elsewhere, the meetings of Department XVI will be held on the afternoons of July 10 and 12, giving thus ample time for those attending the Buffalo Convention the previous week to reach Detroit for these sessions. There is prospect of a most

excellent programme for the Department, and with the many and strong attractions of this great national meeting, there should be a very large attendance of educators identified with the work of the instruction of the deaf. Let teachers generally expecting to attend either the Buffalo meeting or the Detroit meeting, plan to attend both, and thus gather the benefits that both meetings will surely pour out upon them.

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**New Superintendents**

It is announced that a change has been made in the Superintendency of the Nebraska School, Mr. H. E. Dawes retiring and giving place to Mr. R. E. Stewart, a teacher in the Iowa School. Mr. Stewart comes to his new work not only highly recommended but possessing familiarity with the conditions and the methods of the school over which he will have charge, he having been a teacher in the school under former Superintendent Gillespie.

Other changes in the schools that we have not heretofore noted have brought the following persons to the position of Superintendent or Principal in the several schools named. It should be said however that these changes went into effect at the beginning of the school year in September: Thos. S. McAloney, Boulder, Mont., School; Wm. B. Hare, St. Augustine, Fla., School; Katharine E. Barry, Cleveland, Ohio, School; Elizabeth Van Adestine, Detroit, Mich., School; Olga M. Gebhardt, Green Bay, Wis., School; Grace Luise Robie, Black River Falls, Wis., School; Gertrude Van Adestine, Stevens Point, Wis., School; Edith E. Brown, Streator, Ill., School; Lida J. Kline, La Crosse, Wis., School; Laura Robie, Muskegon, Mich., School; Olive Newlin, Menominee, Mich., School; Etta M. Golden, Marinette, Wis., School; Mother M. Joseph Hartwell, Baltimore, Md., McCulloh St., School; Rev. G. Ruppert, Chinchuba, La., School; Rev. H. A. Bentrup, North Detroit, Mich., School; Ellen E. Cloak, Fordham, N. Y., School; Alice H. Damon, Mystic, Conn., School.

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Werner's Magazine for January, 1901, contains a well written article upon "The Founders of the Volta Bureau." The

article is illustrated with portraits of Prof. Alexander Melville Bell, Dr. Alexander Graham Bell, and Mr. John Hitz, and with exterior and interior views of the Volta Bureau itself. The appearance of this brief article in popular form, suggests the thought that an authentic and complete history of the Volta Bureau should be prepared and presented to the world for the use of this and coming generations, and further that persons now living and with personal and full knowledge of the subject should write the history of the Bureau. May this not be done in furthering the primary purpose of the founding of the Volta Bureau, namely, "for the increase and diffusion of knowledge relating to the deaf"? Surely such a history as we feel may be written is "knowledge relating to the deaf," preeminently worthy of increase and diffusion, and there can be no better time than the present for its preparation and its presentation to the world.

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## THE ANNUAL MEETING OF THE BOARD.

The annual meeting of the Board of Directors of the A. A. P. T. S. D., which was called to meet at Albany, N. Y., December 31, 1900, adjourned to meet January 22, 1901, at the Gilsey House, New York City. Upon that day the Board met, at 10 o'clock a. m., President Bell in the chair. The chief business was the election of officers. The following were elected to serve for the year 1901: President, Alexander Graham Bell; 1st Vice-President, A. L. E. Crouter; 2d Vice-President, Caroline A. Yale; Secretary, Z. F. Westervelt; Treasurer, F. W. Booth; Auditor, A. L. E. Crouter.

It was decided in view of the meeting the coming summer at Buffalo of the Convention of American Instructors of the Deaf, which members of the Association will desire to attend, not to hold a Summer Meeting of the Association with the usual programme and school of practice. The annual business meeting, however, required by the constitution of the Association, was appointed to be held at Rochester, at the school for the deaf. on Tuesday, May 28, 1901, for the election of three Directors and the transaction of such other business as may come before it.

The question of establishing, or aiding in establishing, summer training classes was deferred for future action—awaiting further and fuller information, to be obtained through the General Secretary from the schools as to their needs and wishes in the matter, and particularly as to the number of teachers who would be likely to take advantage of such summer training if it were made available.

It was ordered that the publications of the Association now on hand, including the Reports of the First, Second, and Fifth Summer Meetings, and the Report of the Fourth Summer Meeting in sections, and also Circulars of Information No. 1, No. 2, and No. 3, be offered for sale at the price of $2.00 for the set; and at proportionate prices for separate publications. [See revised price list in advertising pages.] Back volumes of the REVIEW, bound in cloth, are offered to schools at the prices of $1.00 for Volume I and $2.00 for Volume II.

It was passed that steps be taken to secure in a systematic way brief biographical sketches of members for future publication or other use, that the General Secretary have direction of this work, and that the Volta Bureau be made the depository of all material so collected.

It was passed that hereafter the membership of the Association be considered as in two classes, Active and Associate—the active members being those who pay dues, the associate those who do not, active members only receiving the publications of the Association. Any associate member may become an active member upon payment of the dues for the current year.

A resolution was passed expressing the hope that the Board of Directors of the Pennsylvania Institution at Mt. Airy, might see its way clear to establish at an early date a normal department for the training of teachers.

The following named persons were elected to membership in the Association. The list includes those whose names were received between November 29, 1900, and January 22, 1901:

Olive Newlin, 943 Ogden Ave., Menominee, Mich.
Mrs. P. L. Richardson, School for the Deaf, Austin, Texas.
Amy E. Snider, Lena, Illinois.

M. C. Anderson, School for the Deaf, Station M, New York.
J. H. W. Williams, School for the Deaf, Austin, Texas.
O. G. Daniels, Gallaudet College, Washington, D. C.
John C. Reckweg, 106 Hewitt St., Los Angeles, Cal.
Martha E. Melchert, Horace Mann School, Boston, Mass.

The following persons were elected to Life Membership in the Association:

Caroline A. Yale, Northampton, Mass.
Sarah Fuller, Boston, Mass.
Mrs. A. Graham Bell, Washington, D. C.
A. L. E. Crouter, Mt. Airy, Philadelphia, Pa.
Mrs. Edmund Lyon, Rochester, New York.
E. A. Gruver, New York, N. Y.
F. W. Booth, Mt. Airy, Philadelphia, Pa.

It was ordered that the fees for life memberships received should be transferred to the permanent endowment fund.

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## THE ANNALS STATISTICS.

The American Annals of the Deaf for January, 1901, (Vol. XLVI, pp. 84 to 102), contains statistics concerning the pupils and teachers in American Schools for the Deaf present Nov. 10, 1900. The number of schools in the United States increased from 112 in 1899 to 115 in 1900, and the total number of pupils from 10,087 to 10,608, an addition in pupils of 521, or a little more than 5 per cent. The increase in the number of pupils taught speech was 450, or a little more than 7 per cent.; while the increase in the number taught wholly or chiefly by the oral method was 449, or very nearly 11 per cent. The number of articulation teachers increased from 561 to 588, an addition of 27, or a little less than 5 per cent. The articulation teachers of the country now comprise a fraction over 58 per cent. of the entire force of academic teachers employed.

The following tables giving the footings of the Annals tables for the years from 1893 to 1900 inclusive, with percentages computed from them, are presented to show the extent and character of the changes that are taking place in the work of speech-teaching in American schools. (See also tables published

in the ASSOCIATION REVIEW, June, 1900, Vol. II, pp. 298-299 and p. 309.)

SCHOOLS FOR THE DEAF IN THE UNITED STATES.
Statistics from the *Annals.*

| Year | Total Schools | Total Pupils | Number of pupils Taught Speech | | | Percentage of pupils Taught Speech | | |
|---|---|---|---|---|---|---|---|---|
| | | | A | B | C | A | B | C |
| 1893..... | 79 | 8304 | 4485 | 2056 | 80 | 54.0% | 24.7% | 0.96% |
| 1894..... | 82 | 8825 | 4802 | 2260 | 109 | 54 4% | 25.6% | 1.24% |
| 1895..... ... | 89 | 9252 | 5084 | 2570 | 149 | 54.9% | 27.7% | 1.61% |
| 1896..... | 89 | 9554 | 5243 | 2752 | 166 | 54.9% | 28.8% | 1.74% |
| 1897..... | 95 | 9749 | 5498 | 3466 | 162 | 56.4% | 35.6% | 1.66% |
| 1898..... | 101 | 10139 | 5817 | 3672 | 116 | 57.4% | 36.2% | 1.14% |
| 1899..... | 112 | 10087 | 6237 | 4089 | 128 | 61.8% | 40.5% | 1.27% |
| 1900.... ..... | 115 | 10608 | 6687 | 4538 | 108 | 63.0% | 42.8% | 1.02% |

A, taught speech ; B, taught wholly or chiefly by the Oral Method ; C, taught wholly or chiefly by the Auricular Method. (The footing of column A for 1900 is given in the Annals as 5687 ; but this is obviously a typographical error, as addition of the column gives the figures as printed above.)

INSTRUCTORS OF THE DEAF IN THE UNITED STATES.
Statistics from the *Annals.*

| Year | Not including Industrial Teachers | | | Including Industrial Teachers | | |
|---|---|---|---|---|---|---|
| | Total Teachers | Articulation Teachers | | Total Teachers | Articulation Teachers | |
| | | Number | Percentage | | Number | Percentage |
| 1893..... | 765 | 331 | 43.3% | .... | .... | ..... |
| 1894..... | 784 | 372 | 47.4% | .... | .... | ..... |
| 1895..... | 835 | 397 | 47.5% | .... | .... | ..... |
| 1896..... | 879 | 427 | 48.6% | .... | .... | ..... |
| 1897..... | 928 | 487 | 52.5% | 1188 | 487 | 41.0% |
| 1898 ..... | 949 | 530 | 55.8% | 1253 | 530 | 42.3% |
| 1899..... .... | 986 | 561 | 56.9% | 1309 | 561 | 42.9% |
| 1900..... ... | 1010 | 588 | 58.2% | 1353 | 588 | 42.0% |

Seven new schools are noted by the Annals, located at Stevens Point, Wis., Streator, Ill., Sparta, Wis., Grand Rapids, Mich., Muskegon, Mich., Menominee, Mich., and Baltimore, Md. The schools discontinued, three in number, were located at San Francisco, Cal., Byron, Oklahoma, and Tomah, Wis.

The death of Miss Jessamine Wallace Curd, a valued teacher in the Talladega, Alabama, school, and a member of the Association, is announced as having occurred December twenty-ninth. She was a sister of Miss Lillian Curd, a teacher in the North Dakota School. We hope to present a sketch of her life in a future issue.

---

## INSTRUCTING THE BLIND-DEAF IN EUROPE.

Several instances of successfully instructing the blind-deaf in Europe, either at Institutions for the Blind, or at Schools for the Deaf, notably the cases of Edward Meystere, at the Institution for the Blind, in Lausanne, Switzerland, by Director Hirzel; of Inocencio Juncar y Reyes, educated at the Municipal school for the Deaf and the Blind, in Barcelona, Spain, by Director Don Francisco de Asi Valley Rowquilln; of Ragnhild Kaata, at the school for the Deaf and Blind, in Hamar, Norway, by Principal Hofgard; of Theresa Exner, at the school for the Deaf, at Wurzburg, by Director Wolf, and we now notice no less than four such pupils under instruction at the Institution for the Blind, at Illzach, near Mulhausen, under Director Kunz, who devised a finger alphabet of his own, to communicate readily with them, and refers to their instruction in his forty-first Annual Report, (1897-1898,) as follows:

"BLIND-DEAF.

"Some years ago repeated reports were made regarding a blind-deaf girl, whom we had to instruct. As we desired that this child, who of course could not read from the lips, should nevertheless learn to read—in which we succeeded—we had to substitute a sign-*alphabet* for the typical signs of the old deaf-mute language which stands for ideas or words. This alphabet was adapted to the movements of the hand which had been necessary to get the organs of speech of the child in the desired position. Since the girl has grown up, reasons of modesty have caused us to substitute for these movements of the hand on the

face an inoffensive hand-alphabet, and to use the same in the instruction of other blind-deaf—we have at present *four* in our institution.

"FINGER-ALPHABET (LEFT HAND.)

"Rows of letters beginning at the side of the thumb; back of the hand turned upward:

*a, e, i, o, u:* press the knuckles of the fingers.
*ä, ei, ö, ü:* press the indentations between the knuckles of the fingers.
*b, d, f, g, h:* press the five ends of the fingers.
*k (c), l, m, n, r:* press main joints of the fingers (first joints from the middle of the hand.
*s, t, sch, ch:* press the second joints of the fingers.
*j:* press from below, opposite the "i."
*c (ts):* press the joint of the thumb from below, opposite the "k."
*w:* press center of hand (from below).
*f:* press back of the hand.
*v:* press the joint of the hand.
*qu:* press the lower arm.
*au:* press the elbow.
*eu:* press the upper arm.

"We have, in the main, followed the alphabetical order, because thereby the acquiring of these signs is considerably facilitated.

"We likewise confine ourselves to the left hand, so that the right hand remains free for writing. In this way the blind-deaf can write in points what is *dictated* to them into the left hand. We thereby hope to preserve for them a means of communication with the outer world, even if the last vestige of sight should be lost, just as the sense of hearing has been *completely* lost by all of them."

But very little time can be given to these children at present it appears, (although one is quite a promising pupil), for want of means to employ individual or special teachers for them, as is done in this country at the New York, Hartford, and Columbus Institutions for the Deaf, Perkins Institution for the Blind, and elsewhere.

Information has been received that the oral work of the Nebraska school is under the charge of Miss Janie M. Washington, a graduate of Synodical College. At the present time fifty-eight per cent. of the school receive instruction in speech and speech-reading. Eight teachers assist Miss Washington in the work, some of them being or having been in the normal class organized by her. Mr. Dawes, Superintendent of the school at the time the information was received, speaks in the highest terms of Miss Washington as a trainer of teachers as well as a teacher of deaf children.

---

It is authoritatively announced that the new and revised edition of Arnold's Manual, Vol. 1, is now in press and will be ready to issue within the next six months. Particulars as to price etc. will be published later.

---

At a recent meeting of the Cincinnati Parents' Association, Miss Schwegler spoke on her method of teaching history, and Miss Osborn on her recent visit to the Mt. Airy School and Gallaudet College.

---

## QUESTIONS AND ANSWERS.

**What can one do in case of a pupil with a partially paralyzed palate?**

If I were convinced that there was paralysis in the palate, I should seek medical advice, but at the same time, endeavor to have the pupil exercise the palate as much as possible.

First, draw two outlines of the soft palate, one with the uvula down, and the other with the uvula up. Then show the pupil your own soft palate, and show him that you can raise and lower it at will, as was shown by the diagrams. Then give him a mirror, and tell him to try to do the same thing. I consider the mirror indispensable in all exercises of the palate, for, with its aid, a child may learn to do what would be impossible without it as he can then see what he is doing, and might otherwise be unconscious of his success.

Think a yawn, and give a vowel sound.

Expand and contract the pharynx.

Draw the pillars of the soft palate together. Then separate them.

If there is only slight paralysis, the pupil may be able to do all of these exercises but it is much more probable that the first, if any, will be the only one within his power. E. S.

---

How does the five-slate system help to show the difference between *in* and *into* ?

1. The pupil is taught that *into* follows verbs of motions, when the subject or the object of the verb undergoes a change of position, and that it belongs to the fourth or preposition slate:

1 2 3 4 5
"John threw a ball into the basket."

(The position of the object is changed.)

"John ran into the room."

(The subject changes position.)

2. That *in* follows verbs implying state, rest, or condition, and takes its place, with other modifiers, outside of the slates assigned to the essential elements of the sentence:

"The ball is in the basket."

(No action.)

"John ran around (in the room)."

(The same room; not from one to another.)

The use of *round* and *around* is governed by the same rule:

"She tied her handkerchief round her neck."

"It is around her neck."

Other words, such as *on, under, up, behind,* etc. which may fill the office of either a preposition or an adverb are subject to the same change of position on the slates, altho the form of the word remains intact:

4
"Willie put his book on the table.

(Position of the object changes.)

"John saw a bird on a tree."

(No action and no change of position.)

The pupil must be led to a logical conformity in the use of words. They must be classified according to their grammatical functions in the sentence. K. B.

---

What is the objection, if there be any, to having the simple tenses labelled *now* ; *before* ; and *after a while* ?

The practice leads to great confusion. For instance, a child, who had been taught that "before" was an equivalent for past tense, wrote, "Willie struck me before." Thinking he meant "behind," I erased the

word before and wrote *on the back.* "Back? No. Head." Further inquiry brought forth the fact that Willie had struck him the year previous. I soon discovered that the word "before" was his written symbol for all past time, and he associated it in his mind with every past tense verb used when he did not write it. Later, when he needed such an expression as "before school tomorrow," it was hard to reconcile "before" (past time) with "tomorrow" (future). He usually compromised on this form:

"I will gave it to you before school tomorrow,"

and considered me very stupid because I did not see the point. K. B.

---

THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to members. To *non-members* the subscription price is two dollars and fifty cents ($2.50) for the school year. Membership in the Association may be obtained upon application to the Secretary or the Treasurer, accompanied with the membership fee of two dollars ($2), or its equivalent in foreign currency. Money orders, foreign or domestic, should be drawn on Philadelphia, in favor of F. W. Booth.

---

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers and also one of Superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments. For reasons too obvious to state, the General Secretary requests teachers whose names are on the list to notify him at once upon their securing positions. And the same request is made of

Superintendents—to give immediate information when the vacancies on their teaching staff have been filled.

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The Index to Volume II with title page is inserted with this the first issue of Volume III. It is not sewed in but is attached by pasting, so it can be easily detached by those wishing to use it in binding Volume II.

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# THE ASSOCIATION REVIEW

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

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LINNIE HAGUEWOOD AND HER TEACHER, MISS DONALD.

THE ASSOCIATION REVIEW.

VOL. III, NO. II.

APRIL, 1901.

# LINNIE HAGUEWOOD.[1]

DORA DONALD, GARY, SOUTH DAKOTA.

To fully understand the condition of Linnie Haguewood when she became a ward of the state, it is necessary to know of her life prior to that time.

Linnie Haguewood was born at Ida Grove, Iowa, October 12, 1879. For eighteen months her life was that of a normal child, with nothing to indicate the dark shadow that was to turn the channel of her life apart from that of other human beings. The first misfortune was scarlet fever, followed in quick succession by measles, whooping cough, and the final blow, that dread disease meningitis. The little frame was in no condition to resist such an attack. For days the mother watched the feeble flame, expecting to see it extinguished any moment; but it was God's will that the child should live. Live! Can it be life to live in utter darkness, in boundless silence? Can it be life to be deprived of all that spontaneity of motion and speech so essential to the development of child nature? If such is life, the child lived.

In a picture taken at the age of six, Linnie is a sweet-faced winsome child. The expression is natural, the whole appearance normal. But take away all the sunshine, and with it, the song of the birds, the blossoms that grow for chubby fingers, Mother's smile, Father's word of approval, and the constant watchfulness necessary to keep the little feet in the right path. Institute, instead, an objective world and place in it an untutored

[1]Reprinted by permission from advance sheets of the "Bulletin of Iowa State Institutions."

mind, with no possible means of securing mental growth except through untrained baby fingers. Such was Linnie's position in life and when we contrast it with that of any normal child, whose every impulse is to reach out into the great world and to whom the complete action of all the senses is barely sufficient to gratify the intense longing of the growing soul, we see how vainly Linnie struggled for freedom. Had her education begun at this period, much of the pain of the following years might have been avoided. She passed through each phase of child development and was thwarted at every point. With no one to guide her to the light, her mind remained dormant to some extent.

Consequently, at the age of ten, Linnie, with all the sweetness of innocent childhood, was yet a most irrational being. Her will knew no master, all her energy was centered in self and the gratification of selfish desires. Urged on by an unusually active mentality and disappointed at every step, we do not blame but only pity her when she became the victim of an ungoverned temper, and cruelly tortured herself when she failed in her attempts to make her wants known. It is enough to know that such conditions existed; it is too sad to relate them. We who have all our faculties, can never know how this child suffered. Those who watched her saw the outward manifestation, but could know nothing of the mental anguish. They saw her during periods of patient longing, followed by bitter, passionate outbreaks; and finally, in that saddest of all conditions, hopeless surrender ! All these years she had struggled alone in a world where the power to search and to know is every child's birthright. Alone, yet each person who gazed upon her helplessness had within himself the power to release her from the thralls of ignorance.

At last help came in the form of the manual alphabet. The fingers were taught to fashion letters representing objects. It required three weeks of daily repetition to impress upon her mind the fact that three movements of the fingers represented the object, cup. When this fact became fixed, Linnie began the task of learning to spell the names of all familiar objects. Here, again, she was alone. The family cares of her mother had increased until there was little time to give Linnie. The great evil,

mental torpor, had so taken possession of the child that she was now content to simply "exist" for long periods of time with only an occasional awakening to active effort in the prosecution of this new pastime. The parents, for the first time, seeing the possibility of greater development, were persuaded to allow Linnie to enter the Iowa College for the Blind at Vinton, Iowa.

It was here that Linnie came into my life, and from that time until the present it has been my privilege to live in very close touch with her inner life, and to watch the rapid development of this sweet intelligent girl. At that time, I had charge of the primary department in the Iowa College for the Blind. Linnie was placed under my supervision during certain portions of the day. She was then fourteen years old. In personal appearance she was not pre-possessing, though not repulsive. She was unduly developed in a physical way, exceedingly awkward in movements, unsteady in gait, and unable to walk without a supporting arm. Her complexion was of a peculiar whiteness, and dark rings beneath her eyes gave her a ghastly appearance. When the features were in repose, her face had the blank expression of an unfinished model. The head, though well shaped and indicating fine brain power, was carried in a tilted way. The two redeeming features, to the casual observer, were the girl's mouth and hands. About the mouth flitted a smile of marvelous sweetness, a smile that illuminated the otherwise plain features with a beautiful intelligence, and was, in itself, a sufficient reward for any effort required to produce it. Linnie's hands are her all and to them have been given a most appealing beauty. Slender, tapering fingers, unsoiled by contact with the rougher elements of life, are ever objects of admiration; but when endowed with intelligence, and a clinging, speaking soul, they are irresistible ! Such were Linnie's hands, their pleadings could not be resisted, and they won their way to every heart. Exquisite hands and a beautiful smile were Linnie's credentials; in trusting confidence, she expected humanity to accept, with them, fourteen years of undisciplined life, absolute ignorance, an idomitable will, passions uncontrolled, infantile helplessness, and all the faults and weaknesses of such a condition. Such was the life that touched the

hearts of the Iowa people, and so readily did they respond to the request of Mr. Murphy of Vinton, Iowa, that within three months a sufficient sum had been contributed to insure a special teacher for two years. This fund was placed in the hands of a committee, formed for that purpose, and I was engaged as teacher.

For two years Linnie had been a member of my kindergarten class. During this time, she did such work and took such part in the kindergarten life as was possible for one without speech. Having her constantly before me, watching her deft fingers, and responding to her silent appeals, gave me an insight into her nature and a knowledge of her mental ability that greatly aided me in my work.

Linnie was sixteen years old when her school life began. We entered the Iowa College for the Blind by special permission of the Board of Trustees. Through the kindness of the superintendent, we were under no restrictions. This was well, for a mind so wholly undisciplined could not be confined to the narrow limits of a school room. Linnie had progressed so far as to know that I could help her and to feel that she was now obtaining what she had so long sought. In the light of this new intelligence, and aided by a means of communication, the manual alphabet, she began an investigation of the world. This spirit of investigation led her from object to object, the halls, the rooms, the yard; nothing escaped her diligent fingers. For some time this was self-satisfying and I was content to follow, applying language to each object. There was no doubt of her intelligence, her ability was evident, but I soon found I had a foe to fight and an intelligence to save. Her lack of training had brought about a mental torpor that at times threatened to baffle all efforts to reach the darkened mind. When the novelty of new surroundings and new conditions wore away, there was a relaxation that was ruinous in its effects. All the teachings of days would apparently be lost. There seemed to be no way to break the spell that imprisoned her mind. The first year we did little systematic work. Where Linnie's fancy led, I followed. When these periods of inertia appeared, I taxed my ingenuity to arouse my pupil and often found it necessary to hold her to the task by sheer force of

will. It required constant effort during the first years to hold her attention and to keep her in a receptive condition. All the indolent habits of fifteen years had to be changed, the unreasonable will held in check, and self made a minor consideration to the child who had learned to consider it the object of life. A locked door was sufficient excuse for an extended argument and none other than a teacher could persuade her to move from the closed door. A lost ribbon was quite enough to bring about a frenzy of passion, and so delicate was her sense of touch that no substitute could be offered for the missing article. Let no one imagine these difficulties were easily overcome; it required the united effort of our natures, and a never yielding determination.

Linnie quickly acquired and easily learned to use a vocabulary of several hundred words which she expressed by means of the manual alphabet. Her mechanical turn of mind aided her in the mastery of the point system of reading and script writing, and she soon recorded her thoughts in written language. With the beginning of the second year, Linnie entered the regular class and her work has progressed with little interruption.

By a special act of the Iowa Legislature, a sufficient sum was appropriated to carry on her education.

Linnie's natural inclination, and the long years of isolation, led her to find her greatest pleasure in solitude and to depend wholly upon personal investigation as a means of gaining information. To overcome this, she spent two years in the South Dakota School for the Deaf where she mingled freely with those who are skilled in the use of the manual alphabet. The benefit derived from this contact with intelligent minds was noticeable in her written work, while it fired her with an ambition to "go every place and to see everything." Fortunately this desire was partially fulfilled. In Mr. Wade of Oakmont, Pa., Linnie has a friend whose greatest pleasure is giving others pleasure. Through his generosity, she has had a delightful and instructive trip each summer. A year in the training school of the Iowa State Normal at Cedar Falls, Iowa, completed the emancipation of this imprisoned mind by throwing her in daily contact with natural people. She is now a member of the South Dakota

School for the Blind and will remain in this institution until her education has been completed.

Her life is the uneventful life of any school girl. All the avenues of gaining information have been opened to her. She reads all the different systems of print for the blind, writes with a pencil, and operates a typewriter. She uses her voice freely in conversation and is able by placing her finger tips on my lips to read spoken words. Her voice is not natural, yet those with whom she is associated understand her readily.

Her studies are as follows: Reading, Spelling, Type-writing, English Composition, Language, Geography, United States History, and Mathematics.

It must be remembered that all of these studies are not printed in the same system of raised characters and that it is necessary for Linnie to read three or four different systems in one day. It would surprise the average experienced reader of the various systems for the blind, to find her so proficient in this respect. She reads rapidly, and with no hesitation when changing from one system to another. At present she is reading "Birds and Bees," by John Burroughs.

In spelling, Linnie reads the word from the Braille then, after having had the meaning explained, uses it in sentences. A great responsibility rests upon the teacher in giving her the different shades of meaning. Depending wholly upon books, she often fails to grasp the implied meaning. A misspelled word is rarely found in her written work. She considers this one of her favorite studies because it necessitates the use of her typewriter.

Her written work is prepared on the typewriter. These lessons are models of neatness and accuracy. Linnie is slow in developing fluency in the use of English. Her style is clear, brief, and direct, with none of the imaginative genius displayed by Helen Keller. She is rapidly acquiring the power of gaining knowledge from the printed page, though it is still necessary to give her much assistance. She makes a practice of committing pleasing selections. The following is a written recitation recently prepared:

DANIEL BOONE.

Daniel Boone was a Pennsylvania boy. He lived in Exeter. It was a very little town sixty miles from Philadelphia.

One day he was playing in the woods with two other little boys when a wild yell from an animal was heard. The boys crept to the panther and shot. The panther sprang and fell on the ground at the hunters' feet, dead. The panther was taken into the village.

Daniel Boone was a plucky and courageous boy to prowl up and down the Schuylkill River. He loved the big trees and there was no one with him except his dog. They built a hut and lived in it.

The study of language, with Linnie, is the use of language, and her work is largely confined to this feature. The expression of thought, in clear and correct English, is the object ever held in view. To accomplish this, all written sentences, every thought expressed by the manual alphabet, is an exercise in language, and mistakes are corrected before they become fixed habits. In her text-book, she is now working with transitive and intransitive verbs, direct and indirect objects.

After reading a geographical description, she quickly turns to her maps and locates the towns and cities, following her investigation by many intelligent questions concerning the actual conditions existing in these places. At present, she is making a careful study of England. She heartily welcomes the period for this study and is loath to give it up for other work.

Linnie has only begun the study of history. Heretofore her work has been in the form of stories and incidents. She is now required to use the text-book but has not done sufficient work to enable one to tell what her progress will be. She has shown little interest in the subject because, to express her feeling in her own words, "It is about such old people."

Linnie's bug-bear is mathematics. Her most serious deficiency is her lack of reasoning power. But when, by her tenacity of purpose, she once grasps the "why," she is accurate in solving the problem and never forgets it. In other studies, Linnie has unlimited patience, but in mathematics she finds it necessary to exercise great self-control.

Perhaps in no respect has Linnie improved more than in general disposition. She has lost all the unreasonable determination of purpose that characterized the early years of her education, while all the better traits of her character have become intensified. She is extremely methodical, practical, and intensely earnest in all her undertakings. She is particularly fond of and very successful with any work requiring the manipulation of machinery. Knowing of her skill along this line, Mr. Wade has taken advantage of it to provide a means of earning a livelihood after her education has been completed. He has placed at her disposal a stereotype-maker for printing books for the blind. The use of this machine and the art of binding such books have been incorporated in her course of study. She quickly acquired a knowledge of this branch and supplies one class with daily lesson sheets. Her skill in manual work has ever been the subject of much wonderment. She is dainty in her habits, fond of dress, and fully appreciates luxurious living. Her pleasures are few and largely confined to intellectual sources or to the kindness of her many friends.

Her taste in literature tends toward the contemplation of the grand old truths of nature. Language came to her too late in life to allow her to enjoy the simple juvenile tales that give color and fancy to the lives of children. Books, to her, are realities; and in and through them she seeks explanation of all things. Recently, a school friend sprained her ankle. Linnie's sympathetic nature was greatly troubled by the accident until she found in her prayer book, "that the bones which Thou hast broken may rejoice." This assurance satisfied her and, as a means of consolation, she brought the entire prayer to the sufferer.

Linnie's nature is most reverent. A trivial duty is performed with a spirit of devotion. In cases of obstinacy or indifference, "God wishes you to do it" invariably succeeded when other influences failed to bring about the desired result. Linnie's sympathy is one of her beautiful traits. Not long since, in a spirit of mischief, she imitated a crippled soldier. When asked to repeat the performance, she laughingly limped away to the great amusement of her audience. With a sudden revulsion

of feeling she quickly returned, the exquisite spirituality of her whole being expressing a rebuke, while from her fingers flashed the message, "I shall not do it. I am sorry for the poor old soldier."

Such is the transformation that five years of systematic training has wrought in this greatly afflicted child. To-day she is a well developed young girl of twenty-one years. She has a normal conception of life, its pleasures, duties, ambitions, disappointments, and rewards. She has conquered self and her wayward inclinations. She is faithful in the performance of each day's duty; cheerfully and hopefully looks into the future; and is anxious that she may be prepared to take her place in the life that awaits her.

# REPORT ON THE PARIS CONGRESS—II.[1]

FREDRIK NORDIN, WENERSBURG, SWEDEN.

Monday afternoon, Aug. 6, 1900.—The meeting was opened with the reading of telegrams containing greetings from Scuri at Naples, and Casanova at Milan.

Claveau next had the floor, and urged that none but hearing persons should be allowed to take part in the voting; that special committees should be appointed to consider the various reports which had been sent to the Congress; and that discussion should not be allowed concerning the arrangement of instruction in various countries, and concerning the question whether institutions for deaf-mutes should be considered as institutions of charity or as educational institutions.

In support of the last mentioned request he stated that this question was one of a delicate character, and that an international Congress could not be supposed to be acquainted with the details of the organization in each country.

The proposition gave rise to a hot debate during which Lacharrière, Baguer, and others spoke in favor of discussing the question. On the other hand, Stockmans supported Claveau's proposition and stated that this was a political question which should not form a subject of discussion. If the schools for deaf-mutes were declared to be educational institutions this might lead to the suppression of the liberty which various countries enjoyed. Loud applause from all those present who favored Stockman's view greeted his remarks; and expression was thereby given to the fear that the French and Belgian institutions for deaf-mutes, if they were declared not to be charitable institutions, and if the Congress pronounced in favor of compulsory education, would be placed under the Ministry of Public Instruction.

[1] From the Nordish Tidskrift for Dofstumskolan [Scandinavian Journal of Deaf-mute Instruction]. Translated by H. Jacobson, Washington, D. C.

By a large majority the following resolution was adopted:

The Congress resolves not to keep on the programme of discussion the question whether institutions for deaf-mutes shall be considered as charitable or as educational institutions.

The first two propositions of Claveau, however, were not put to a vote. Claveau's first proposition may, nevertheless, have been one of the reasons why the offer made later by the section of deaf-mutes, for both sections to work together, was not accepted by the section of the hearing.

In connection with the question concerning the arrangement of the instruction in various countries, short reports were communicated, one by Ferreri, relative to the Italian Schools for deaf-mutes, in which he referred to the pamphlet which he had sent to the Congress, by Jenhot concerning the Belgian, and by Nordin, concerning the Swedish schools.

The Congress next passed to the discussion of the question whether special institutions should be established for talented deaf-mutes, or whether only supplementary courses should be added to the existing schools. Several speakers took part in the discussion, amongst the rest Claveau, Médéric, Stockmans, van Schelle, Ostrogradsky, and Lacharrière.

There were many widely divergent views regarding this question. Whilst one of the speakers spoke words of warning against drawing the deaf-mutes away from their simple conditions which would be the consequence of creating for them higher institutions of learning; many others spoke in favor of the desirability of higher education for deaf-mutes who either needed or longed for such instruction. Gallaudet, who thought that this instruction might be entrusted, as in America, to special colleges, suggested that one such college might be established to be in common for all those countries where French is spoken, one for those where German, one for those where English, and one for those countries where Italian is spoken. Others again were of the opinion that courses of higher instruction should be established in connection with the existing schools for deaf-mutes. This latter opinion prevailed, and the Congress adopted the following resolution:

This Congress expresses its wish that higher courses be established in the schools for secondary instruction, and that a selection be made from among scholars so as to place in these courses specially talented children.

The next question, relative to special institutions for backward deaf-mutes did not give rise to any lengthy discussion, probably because, owing to the extraordinary length of the session the interest began to flag. Father Médéric expressed it as his opinion that deaf-mute children of this kind would be benefited by the ordinary instruction unless they were idiots; and the Congress deemed this sufficient.

Tuesday forenoon.—Lacharrière let Baguer take his place as presiding officer, in order that he might be enabled to put himself on record as protesting against the action of yesterday's session of the Congress in striking from the programme the question whether the schools for deaf-mutes should be considered as charitable or as educational institutions. This protest which was quite sharp, had this good effect that no further attempts were made to strike from the programme the question whether and in how far the education of deaf-mutes should be made compulsory. After making this protest, Lacharrière resumed the President's chair. From the other section of the Congress, that of deaf-mutes, a request was received that before the conclusion of the Congress the two sections should unite for the common consideration of certain questions before the Congress. This proposition, however, was not accepted by the section of the hearing, after the presiding officer had in a short speech spoken against the same.

The Congress next passed to the discussion of the other principal question, viz.: the results reached by means of the speech-method.

The discussion was opened by Jenhot who stated that speech was not only an excellent means of instruction but the very best means of communication between deaf-mutes and other persons. The speech of deaf-mutes is certainly not pleasant to the ear, but fully answers its purpose. If instruction by the speech method

were given in the proper manner, the deaf-mutes would thereby be restored to human society.

Gallaudet spoke next, and in a long address gave an epitome of his views contained in the pamphlet which he had prepared for the Congress. He stated as his opinion gained through intercourse with teachers and deaf-mutes and by his own experience, that for twenty-two per cent. of the deaf-mutes the speech-method is worth the trouble which it involves, that for fifteen per cent. it is of no value, and that for the remaining sixty-three per cent., it has not the value which its advocates claim for it, and that for at least fifty per cent. the speech-method is not worth the labor spent on it; and that a combined method is the best for the development of deaf-mutes.

He was followed by Metzger who read the pamphlet which Heidsiek had caused to be prepared in French—as Heidsiek himself does not speak French. In this pamphlet Heidsiek gave his views regarding the speech method, claiming that its results are unsatisfactory, that it produces an imperfect sign-language, an unintelligible speech, defective reading, and in general the low standard of development of many scholars who have been instructed by the speech-method. He condensed his views in the following two axioms:

1. The experience of many years has shown that the pure speech-method may be applied in the case of deaf-mutes improperly so-called, especially those who possess remnants of hearing and speech.

2. For deaf-mutes, however, in the full sense of the word, especially those of weak or mediocre capacity, the use of a combined method is desirable.

As might have been expected, these utterances gave rise to a long and lively discussion.

The Italians, especially, eagerly defended the pure speech-method, and those views which had guided the resolutions of the Milan Congress. Ferreri maintained that the speech-method furthers the ability to speak and read lips far beyond anything which the combined method can do. The results obtained through the speech-method were the best. Even for backward children this method was to be preferred, because it enables the

deaf-mutes, though with a limited stock of words, to communicate with their surroundings. Neither the writing nor the sign-method could advance the deaf-mute in speaking as much as the speech-method. The resolutions of the Milan Congress should, therefore, be upheld. Perini spoke in the same strain and reminded the Congress of the experience of Fornari and many others.

Tuesday afternoon.—The discussion now turned to the difficulties of lip-reading, which caused an exchange of views between Forchhammer, who showed in what these difficulties consisted, and Ostrogradsky, who called attention to the circumstances that deaf-mutes do not read merely from the lips, but from the entire face. Since Metzger had spoken words of warning not to consider the whole instruction of deaf-mutes as too easy—why not send deaf-mutes to the common schools for hearing children if this instruction was really so easy? Nordin maintained that one should not be too severe in the demand for the pure speech-method for the most backward. Bech said that possibly the deaf who held their meeting in the adjoining hall, might reach a different result in their discussions from that reached by the advocates of the pure speech-method; and after Claveau and Stockmans had spoken in favor of this method, two propositions were submitted to a vote.

The one, offered by Fay, was as follows:

The Congress, in view of the circumstance that not all deaf-mute children possess the same intellectual and physical capacity for acquiring speech and the ability to read speech, is of the opinion that the instruction of these children should not be confined to the strict appliance of one method, but that the method should be selected with due regard to the capacity of the pupil, and that those means should be employed calculated to produce the best intellectual and moral development of each individual.

The Congress, placing great value on speech and speech-reading, is of the opinion that all deaf-mute children should, upon entering school, be instructed in speech, and that this instruction should be continued with all those who show satisfactory progress therein.

A few members of the Congress, among them the Scandinavian delegates, voted in favor of these propositions; but the vast

majority voted for the following proposition offered by Baguer:

The Congress being of opinion that the speech-method is to be preferred to the sign-method, in order to restore deaf-mutes to human society and give them a more perfect knowledge of speech, declares that it stands by the resolutions of the Milan Congress and expresses the desire:

1st. That the teachers of deaf-mutes direct their efforts to the preparation of those text-books and that educational apparatus which are necessary for the instruction of deaf-mutes.

2nd. That the books and apparatus thus prepared by one school should be obtainable by other schools at cost price.

One of the reasons for offering this resolution must be found in the circumstance that the introduction of the speech-method in France cost so much labor and so many conflicts, and that a resolution which did not recommend the pure speech-method for all deaf-mutes might have been used as a weapon against the speech-method.

Gallaudet then offered a resolution that in publishing the resolutions of the Congress the word "Congress" should not be used but the words "the hearing section of the Congress." This resolution was not adopted.

Instruction in manual labor in schools for deaf-mutes was next treated in two addresses by Jenhot and Nordin, the latter of whom advocated an arrangement of the same kind as that laid before the meeting at Copenhagen. The question did not cause any resolution by the Congress.

The rest of the afternoon session was devoted to the question concerning the compulsory instruction of deaf-mutes. The discussion was opened, strangely enough, by a person outside of deaf-mute circles, a young lawyer, Dr. Bonnefoy. His presence at the Congress is explained by the fact that he has made deep researches as regards the legal status of deaf-mutes; on which subject he has written a long and exhaustive dissertation for his Doctor's degree. In an address of considerable length, in which he gave a résumé of a pamphlet prepared for the Congress by Marcel Mauduit, a deaf-mute, and which was distinguished by great clearness and elegant diction, he reviewed the conditions relative to this question which prevail in various countries, and

showed the necessity that at the proper age all deaf-mutes should receive instruction. Dr. Bonnefoy's address earned for him a special acknowledgment from the presiding officer, who likewise spoke in favor of compulsory instruction. Baguer, likewise, in an eloquent speech, advocated the same.

For the clerical members Stockmans took the floor and maintained that in Belgium compulsory instruction was not needed. Any resolution to that effect would meet with disfavor on the part of the Belgian authorities. The Congress, however, adopted the following resolution offered by Baguer:

The Congress expresses the desire that the authorities in the different countries will devise the necessary ways and means to assure elementary and industrial instruction to all deaf-mutes from the time when they enter school.

Wednesday forenoon.—The first subject which came up for discussion was that of hearing-exercises.

Dr. Schwendt in a long address reported the results ot Urbantschitsch's and Bezold's investigations, which are well known to the readers of our journal, from the articles by Keller. His address was concluded with the wish that Bezold's proposition to supplement instruction by hearing exercises should be adopted by the schools for deaf-mutes.

St. Hilaire spoke in the same sense, pointing out the good results of the hearing exercises at the School of Asniéres. Bell mentioned that this phase of the treatment of deaf-mutes had been in vogue in America for a long time, that from 40 to 50 per cent. of the deaf-mutes possessed some remnants of hearing and would derive some benefit from instruction by hearing, and that many of them might be considered "speaking and half-hearing persons." The presiding officer, Bouvier, and Miss Waagmester likewise spoke in favor of hearing exercises. The Congress adopted the following resolution concerning this question:

The Congress expresses the desire that by all the obtainable means of investigation the condition of each deaf-mute child (especially physical deafness) should be ascertained at the time when the child enters school.

On motion of Baguer, the Congress added the following:

The Congress expresses the desire that, in addition to the

usual course of instruction, the deaf-mutes should go through special exercises which require a certain degree of hearing.

The Congress next passed to the consideration of the question regarding the best means for obtaining a good articulation. This question was treated by Forchhammer in an address which was received with applause, and in which he gave a brief résumé of his articulation-method, and explained the same by the aid of his Table of Vowels. Both this Table and the articulation method are well known to our readers. Médéric gave a review of Abbé Meunier's labors in this direction and showed illustrations of the various positions of the organs of speech in producing sounds. This question did not cause any further discussion or resolution.

The next question discussed was whether articulation should be used exclusively until all the sounds are taught and taken in by the deaf-mutes, or whether the deaf-mutes should be given words and short sentences, as each sound is taught. Concerning this question, as well as that of text-books for deaf-mutes, some printed remarks by Miss Waagmester were read, which, however, did not cause any discussion.

Only one more question remained of the first part, viz.: that relative to deaf-mutes before entering school. The discussion was opened by Jenhot who spoke in favor of having the preparatory instruction for the instruction at school begin at the age of three. Nordin gave a review of the experiments made hitherto in instructing deaf-mutes under school age, and recommended that deaf-mute children should receive instruction at least from the age of five. The President expressed his sympathy in this matter, but warned the members of the Congress not to advocate the taking away of children from their parents at the tender age of three. The Congress did not pass any resolution regarding this question.

Dr. Bell gave statistics showing the progress of the speech-method in America, which caused a short but sharp debate between him and Dr. Gallaudet, who maintained that Bell's figures were too high, whilst Bell assured the Congress that they were based on original reports from the Superintendents of the various schools.

Wednesday afternoon.—There remained for discussion at this meeting the third principal question with its various side-issues.

Discussion on the first of these, viz.: aid to deaf-mutes, formation of associations for mutual protection and for securing employment, asylums, hospitals, etc., was opened by Stockmans. He said that even if the speech-method brings the deaf-mute nearer to the hearing, it can never develop him to the same degree of intellectual advancement as the hearing scholars. The deaf-mute, therefore, needs protection and aid. At every school an association for the protection of deaf-mutes should be formed, to aid them, procure employment for them, and through a suitable organ (journal) further their intercommunication by speech. Stockmans laid before the Congress a detailed plan of such an association, arranged according to his ideas.

Ferreri and Bonnefoy also spoke in favor of extending aid to deaf-mutes, the latter expressing the opinion that the law concerning mutual aid which exists in France, was entirely sufficient for that country. After Stockmans had again spoken of the necessity of special measures for assisting deaf-mutes; after the President had expressed his sympathy in the matter; and after Baguer had spoken of the importance of having the future of deaf-mutes cared for already whilst they are at school, by practical industrial instruction; the Congress adopted the following resolution offered by Baguer:

The Congress expresses the desire—

1st. That workshops for industrial instruction should be established, and an association for securing employment formed in every school.

2d. That private and public charity should in every possible way encourage the establishment of industrial workshops, and the formation of associations for procuring employment for deaf-mutes.

As regards the first of the three side issues, viz.: the question as to what progress had been made in improving the condition of deaf-mutes since the last Congress, Ferreri gave a summary review.

In reply to the second question, relative to a closer union

in the labor for deaf-mutes between teachers and physicians, the Congress—without discussion—adopted the following resolution offered by Baguer:

The Congress expresses the desire that medical and pedagogical science, physicians and teachers, should mutually assist each other in preparing the study of the improvements which may be possible in the physical, intellectual, and industrial development of deaf-mutes.

The last subject on the programme, viz.: statistics relating to deaf-mutes in various countries, brought out short reports from Roumania by Dr. Costinizo, who exhibited statistical and geographical charts relative to deaf-mutes in Roumania, and from Metzger concerning the deaf-mutes of Switzerland.

The transactions of the Congress were now brought to a close.

In the usual way, the President expressed his thanks to the Congress, and the Congress, through Bouvier, expressed its thanks to the President.

The two Sections now united in a common meeting which, however, contained nothing of interest beyond the usual greetings at the close of a meeting.

In the evening of the same day the members of the Congress were invited to a brilliant reception given by the President of the Republic; and many of the members responded to this invitation.

On the following day the two Sections united at a banquet in the large hall of the Hotel Continental. About 200 persons, most of them deaf-mutes took part in this banquet at which a number of speeches were made, most of them in the sign-language. With this function the Congress closed.

I had no opportunity to attend the meetings of the Section of deaf-mutes and can, therefore, not give a report of the same based on personal observation.

The question may be asked: What has the hearing Section of this Congress accomplished ?

It has discussed not a few important questions; and although some of them were such as had—as far as the Scandinavian countries are concerned—been definitely settled; resolutions were adopted which may prove of great importance for other

countries, thus, e. g., the compulsory instruction of deaf-mutes. The resolutions regarding supplementary courses for older scholars, the exchange of text books, hearing exercises, mutual aid societies, and united labor by teachers and physicians, are of great value for all countries.

There is one drawback to all such Congresses, viz.: that the foreign delegates are not sufficiently versed in the language of the country and can, therefore, not follow the discussions very closely, or take that part therein which they would take, if familiar with the language. If there had not been this hindrance, the discussions would have been much more lively and more exhaustive than actually was the case.

It should be stated, however, that the Congress did its work with a good deal of energy, and that under the guidance of the deeply interested and able President, it accomplished far more for the cause of the deaf-mutes than the preceding Congress at Brussels.

The question as to the place of meeting of the next Congress was not brought up during the sessions of this Congress; but it was discussed at a lunch which the Director of the National Institution of Paris, Giraud, gave to some specially invited members of the Congress.[1] During this lunch which was a striking illustration of the great liberality of the host, several propositions as to the place of meeting of the next Congress were made. The Americans proposed Washington or California, the Russian delegate St. Petersburg. As it became clear that the matter could not be settled on the spot, it was resolved to meet at the Institution for that purpose on the Saturday following.

It was agreed to send a letter of greeting to the monarchs, presidents, and ministers of Public Instruction of those countries from which delegates were present.

At the time fixed, on Saturday, Giraud, Bell, Ostrogradsky, Ferreri, Monaci, and Nordin met.

[1]The invited guests were Bell, the Brothers Gallaudet, Fay, Ostrogradsky, Ferreri, Monaci, Forchhammer, Nordin, Andre, and the teachers of the National Institution, Dufo de Germane, Giboulet, Dupont, Marichelle, and the Secretary of the Institution, Vivien.

Bell expressed it as his opinion:

That these Congresses should not take place oftener than every tenth year;

That, instead, Congresses for countries speaking the same language might be held oftener;

That an international Congress should be combined with some other attraction, e. g., a great Exposition;

That, much as he desired to see the next Congress meet in America, some more central location should be selected; the same would apply to Russia as to America;

That an exchange of ideas between the schools for deaf-mutes in the different countries could be inaugurated through an exchange of literature, just as much as through Congresses. The more important publications of one country could be sent to a common institution, be translated there, and then transmitted to all the other countries. The Volta Bureau at Washington would be a convenient organ for such an exchange. The Volta Bureau might also be commissioned to make arrangements for the next Congress.

This proposition gave rise to a lively exchange of views, especially as regards its last part. Forchhammer also suggested that the Congress should meet in Denmark in 1907, as in that year the Danish school for deaf-mutes would celebrate its centennial.

The following resolutions were adopted unanimously:

1. That the Volta Bureau should appoint representatives in the different countries—one for each country—who should annually collect imformation and literature concerning the education of the deaf, to be transmitted by them to the Volta Bureau in Washington.

2. That these annual reports should be sent to the Volta Bureau in the French language; and be there incorporated into a volume for distribution.

3. That the volume should be translated into English, German, and other languages if the expenses could be met, so that every one interested—so far as practicable—should receive the publications in his own language.

4. That in any event, a French edition should be obligatory;

and that the Volta Bureau should employ the French language in its communications with foreign countries.

5. That the Superintendent of the Volta Bureau and his foreign representatives should discuss and settle the details of the plan—and provide means whereby the expenses may be equitably shared by the different countries involved.

6. It was further agreed that the Volta Bureau should be requested to take the initiative in arranging for the next International Congress. Through its foreign representatives it could collect the opinions of prominent teachers of the deaf throughout the world concerning the best time and place for the next meeting, and thus be placed in a position to render a decision that would be satisfactory to all concerned.

It will be seen that these are important recommendations; and it is hoped that they will bear good fruit in the future.

Dr. Bell was commissioned to communicate these resolutions to Mr. Hitz, the Superintendent of the Volta Bureau.

# TRIENNIAL MEETING OF THE ASSOCIATION OF GERMAN TEACHERS OF DEAF-MUTES AT HAMBURG, OCTOBER 1 and 2, 1900.[1]

E. SCHORSCH, LIEGNITZ, GERMANY.

By resolution of the meeting held at Dresden in 1897, the meeting—or congress it may well be called—of 1900 was held at Hamburg, the second city of Germany in point of population, and the commercial metropolis of the German empire. The number of delegates was about 400, among them a number of ladies. The congress must in every way be termed a perfect success, to which the unbounded hospitality of the wealthy city of Hamburg contributed not a little. Nearly all the branch associations of German teachers of deaf-mutes were well represented, some prominent foreign educators had come as guests from Russia, Denmark, and Sweden; the Prussian Ministry of Public Instruction was represented by Dr. Watzold, the administration of the city schools of Berlin by Dr. Kaute, and that of Hamburg by Counselor Mahraun.

In the evening of Sunday, September 30th, the members were welcomed at a social meeting held in the beautifully decorated parlor of the Hotel "Lowe" where Director Soder of Hamburg said in part: "In the cold North, warm hearts are ready to welcome the guests. The education of deaf-mutes—a small branch of the mighty tree of general education—demands a great deal of self-denial, self-sacrifice, and vigorous physical, mental, and moral exertion. Our meetings are to be a powerful incitement to follow the road of progress. That we are on the right road, is shown by the large attendance, and especially by the presence of representatives of the highest educational authorities of the Empire. The selection of Hamburg as the place of meeting is

[1]Republished from Blatter fur Taubstummenbildung, Berlin, November, December, 1900. Translated by H. Jacobson, Washington, D. C.

particularly appropriate. At Eppendorf—now part of the city of Hamburg—Heinicke devoted ten years of his life to the care and education of deaf-mutes (1768-1778); here he published his first works; here his monument has been erected. The city of Hamburg is not only one of the great commercial centers of the world, and a most liberal patron of all the arts and sciences, but it is also rich in lasting monuments of the benevolence of public spirited citizens; and the number of its charitable institutions exceeds 500, most of them richly endowed. After speeches of welcome and congratulation by a number of the delegates, and spirited songs specially composed for the occasion, the order of business for the two days was adopted, after lengthy discussion.

At 9 a. m. on the 1st of October, the Congress met for its first session in the grand and beautiful hall of the Masonic Temple. The stage had been converted into a veritable grove of palms and laurels, against the green background of which the busts of the three German Emperors, William I, Frederick III, and William II, were brought out in bold relief. After a stirring chorus by a Hamburg Singing Society, Director Soder was the first to make an address, in which he said that the character of the past century [in Germany the 20th century was considered to begin on the 1st of January, 1900,] was to an eminent degree one of progress. In 1800, there were in Germany only 4 schools for deaf-mutes, now there are almost 100 with 6500 scholars and upwards of 700 teachers. There is now room for all scholars. And the inner development has kept step with the increase in numbers. As the science of education has close and mutual relations with the mental life of nations, thus the education of deaf-mutes is most intimately connected with the science of general education. Whilst in general pedagogics the last century bears the impress of Pestalozzi and Diesterweg; so in deaf-mute education it bears the impress of Heinicke and Hill. Heinicke was the first to adopt the principles of the speech method in education; and when the French tares of mimics threatened to choke the German wheat of the speech method Hill, the contemporary of Diesterweg, stepped in boldly and again successfully advocated the principles of the speech method. If we desire to

draw the sum total of what has been accomplished, we need only point to the Paris Congress of the present year. At that Congress French methods were no longer talked of, "German intellect, German perseverance, and German industry succeeded in gaining a victory for the speech method. To take backward steps is out of the question. The condition of deaf-mutes has been improved in all respects. Only one thing more remains to be accomplished, viz.: the compulsory education of deaf-mute children."

Privy Councilor Prof. Dr. Watzold then addressed the meeting as the representative of the Prussian Ministry of Public Instruction, and said in part: "The order of business embraces two subjects which, if followed up closely, must touch the fundamental problems and the most hotly discussed questions of deaf-mute education. The first subject is the question as to the position to be assigned to writing in the education of deaf-mutes. This subject necessarily leads to the question to what visible signs the silent soul of the deaf-mute attaches his ideas, and more especially his abstract ideas, whether to the feeling in the articulating apparatus, or only to the optical picture, to the representation of the word in writing, or to some visible sign. The second subject, viz.: instruction through the ear, and its place in the course of instruction in schools for deaf-mutes, must seem to outsiders a very strange subject. The connection existing between teachers of deaf-mutes and medical science has never been entirely lost; and at the present time endeavors are being made to render this connection still closer. Whatever new truths the physiology and anatomy of the organs of the senses have brought to light, must be utilized. It is certain that even in the future the sciences of medicine and physiology will not be able to speak the divine "Ephphatha," but they can extend powerful aid towards a better diagnosis of the sufferings of the individual, and towards a better and more thorough development of the methods by which we propose to return the deaf-mute to human society and to human endeavor in all the fields of human knowledge.

Rev. von Horschelmann of Russia mentioned as an encour-

aging circumstance that two years ago the Empress had consented to become the special patroness of the Russian Society for the Education of Deaf-mutes, of which there are at present upwards of 200,000 in Russia. The discussion on the first subject, viz.: "The position to be assigned to writing in the education of deaf-mutes," was opened by an essay on this subject by Mr. Gopfert of Leipzig. Even those who do not agree with Gopfert must concede his earnest devotion to his subject, which made him shun no effort during the last three years to combat all objections and make proselytes for his system. Thus, even if, in principle, the Congress did not agree with Mr. Gopfert, it must be said that the ideas set forth by him could not fail to exercise an influence on the pure speech method. Mr. Gopfert's speech occupied more than one hour; and we can, therefore, only reproduce some of the leading ideas: "The question before this meeting has been thoroughly discussed in German and foreign periodicals, by conferences and associations of teachers. Forchhammer's work has intensified the interest in this subject. The question as to the position which writing is to occupy in the system of deaf-mute instruction should be treated purely as a question of methods. For the deaf-mute there are two ways of acquiring speech: lip-reading and reading of written words. The first mentioned method is confined within very narrow limits. It is a very complicated activity of association in which the visible movements of speech are only aids for grasping the spoken word. It is, therefore, proper to examine the written word as to its value for acquiring speech. It is a representation, and so to speak, an incarnation of the spoken word. Even before learning to speak, the deaf-mute is able to comprehend written words and their meaning; it is a safer and more easily understood form of expression than the spoken word. The written method, however, does not do away with the difficulties of lip-reading and speaking; it only works in proportion to the knowledge of speech and the readiness to speak which have already been acquired. In its complete development, speech is a complicated reflected mechanism holding the middle between ideas, the form of sounds, and the visible representation of sounds, i. e., writing; therefore be-

tween the inner form of speech and the external appearance of speech. In consequence of practice, intimate associations are formed between these factors of speech, so that one part calls forth the other, without any impulse of the will. Every instruction in speech must aim at producing this reflected mechanism. Lip-reading does not appear to be the most suitable means for reaching this end, for in the movements of the lips the deaf-mute only sees abbreviated representations of sounds, which presuppose the fully accomplished mental acquirement of the full form of the sound. The written representation of the sound is much better suited than the representation read from the lips, to give to the deaf-mute the successive movements of articulation necessary for the pronunciation of a word. By reading the written words aloud, the process of sharpening the grooves of articulation and strengthening the memory of articulation is accomplished in a much more effective way than can be done by lip-reading. As a general rule, the pure speech-method has not fulfilled the promises which its advocates have held out. This is proved by the statements of Fornari and Gutzmann. The cause of this must be sought not only in unfavorable external conditions, but in inherent defects of the method. It begins with the most difficult technical part of the language, viz.: speech. It regulates the course of the first instruction in accordance with the difficulties of mechanical speech, whilst the written method from the very beginning takes account of the psychological interest. Imitative instruction is the most natural system of instruction. It permits to start from the element of the language, the sentence, and to make the verb the foundation and, so to speak, the scaffolding, of the edifice of speech. What form does instruction according to the written method assume ? The first step is to form and distinguish the letters. The names of various articles in the school-room, the names of the scholars, and various orders are given. By the side of this, instruction in articulation is given, such instruction starting with well known words. In proportion to the knowledge of the language and the ability to speak which has been acquired, lip-reading is to be practiced. Each new subject of instruction, introduced by means of reading, does not

only by this very means make it possible for the deaf-mute to grasp it more firmly, but also imparts a large amount of knowledge. The transition from the pure speech-method to the written method will be accomplished slowly. The latter method must first create its apparatus and its aids by hard work.

Mr. Vatter of Frankfort-on-the-Main was the first to lead the discussion concerning Mr. Gopfert's address. In his opinion, the question is not in how far the written word should be used as an aid in acquiring the spoken word, but it is a question between sound-form and written-form. Mr. Gopfert's statements do not contain anything new. The Vienna, the Schleswig, and the Suabian schools likewise based instruction in the beginning on the written word. The recognized insufficiency of the written method led people to the speech method. The written method takes for its model the mother-school, and as its guide the system generally pursued in acquiring a foreign language. But what may be entirely suitable for normally endowed persons, is not always suitable for deaf-mutes. The mind of deaf-mutes contains only vague images as the absolutely necessary points for starting the spoken words and ideas. According to the written method, the eye is to take up the task of the ear. Silent reading of the written words and sentences and mechanical copying of the same are the road to acquire speech. This is certainly easier than lip-reading. But here only the externals of speech are taken into account. The difficulties of lip-reading and speaking are left aside. But how is it as regards the development of ideas, as regards the firm acquirement of speech as a mental possession? To base instruction on writing endangers the success of the spoken word, because practice in lip-reading and speaking is very much circumscribed. If it is said that those scholars will be the readiest lip-readers who possess the largest treasure of ideas, and the most perfect ease in using the forms of language, it must on the other hand be stated that this excellence in lip-reading is after all only the result of hourly and daily practice carried on for years. It cannot be imagined that lip-reading should find an aid in ordinary reading and derive benefit therefrom. To recite

to children standard words and phrases without previous instruction in articulation, can nevermore lead to correct and ready lip-reading. Just as little can correct speech be acquired by starting instruction in speaking with standard words, and neglecting the articulation of isolated sounds. In the early stages of the written method the question is simply one of acquiring the image of the word. But the mind of the deaf-mute does not contain anything which could connect this image with the idea which it represents. The direct association of spoken sounds, the main pillar of our present method, is abandoned. We miss the early ability to use the spoken word, and the early and constant habit of using it. In the lower grades the champions of the written method do not wish to see the spoken language applied and used. How can there, in this method, be any direct intercourse between one person and another? Mimics and action take a prominent part and finally the sign language is again installed in its old quarters, and is followed by the hand-alphabet. Since our scholars learn a phonetic language, and must, at a later stage, keep up intercourse with their surroundings by means of the spoken word, it is not a matter of indifference what form of thought is applied in the first line and most frequently, and whether the grooves in the brain of the child during the period of development are prepared for the written language, the sign language, or the spoken language. This is the reason why in our Frankfort schools instruction in the lower grades is based exclusively on the spoken word. Under all circumstances the teacher should be very slow to use the black-board. Reading and writing should of course not be neglected. In the degree that the spoken word has become the bearer of thought, the objections to the prevalence of the written method will be placed in the background. Mimics should be admitted for mentally and physically backward children; and to them the written method may also be applied. Mr. Vatter concluded his address with an enthusiastic appeal to the adherents of the speech method, to develop it more and more, and to reap from it all the benefits which it promises. Vociferous applause greeted Mr. Vatter's address.

After a debate on the subject, the Congress by an over-

whelming majority declared in favor of the views expressed by Mr. Vatter.

At 4 p. m. of the same day a banquet was held, at which the ladies were present, and at which appropriate responses were made to many serious and humorous toasts, and a number of songs were sung by the assembled guests. Mr. Vatter said amongst the rest: "Little children use the sound language; when they reach a certain age and begin to write love-letters they use the written language, often also the language of flowers; and after they have 'got each other' only the wife has the word; and when the good man of the house has gone on a little trip, the eight page letter is no longer the proper thing, but the message must be conveyed by a view postal card."

Some time during this and the following day, an opportunity was afforded to visit the exhibition of educational apparatus. In addition to a vast collection of school books, furniture, and all the modern and most approved educational appliances, there was a special exhibit of means of instruction for deaf-mutes. There were a large number of ear-trumpets of the most varied construction, but the attention of the visitors was specially attracted by Prof. Dr. Wegner's "ear-vibration machine" (price 100 marks, equivalent to $23.80) and an apparatus for the plastic representation of the formation of sounds in the human organs of speech. This apparatus will greatly facilitate that instruction of deaf-mutes in which special stress is laid on phonetics, as it is utterly impossible for the teacher at the same time to develop the sounds in his mouth and explain them, more especially as the facial muscles do not permit a view of the interior of the mouth.

On the second day of the meeting, October 2d, 1900, the second subject on the programme, "Instruction in speech through the ear, and its place in the course of instruction for deaf-mutes," came up for discussion, which was opened by Mr. Holler of Gerlachsheim. Referring to Berzold's investigations the speaker said: "On the basis of the continued series of sounds, three groups of deaf may be distinguished: persons without the slightest faculty of hearing; persons capable of hearing certain sounds but unable to distinguish human speech; finally, those whose

hearing capacity extends at least from b′ to g." Only the third group—presuming that sufficient time for hearing is allowed—can distinguish the human speech and can derive any benefit from speech instruction. Some of these scholars have already acquired some knowledge of speech in the intercourse with their surroundings. This knowledge should be made the starting point for the instruction. Of course, the *conditio sine qua non* is, that the motorial nerve-centre should be intact. The object of the instruction through the ear is to preserve whatever faculty of speech may be found, and to develop it further. The deaf-mute who is hard of hearing is infinitely more unfortunate than the totally deaf person, for he is fully conscious of his condition. The development of the remnants of hearing is of great use not only for the instruction itself but for practical life. In what manner, therefore, should this instruction be imparted and what position should it occupy in the course of instruction of schools for deaf-mutes? In order to avoid the hurtful presence of totally deaf persons, the hearing scholars should be united in special classes, and be instructed by special teachers, if possible in separate institutions. The method, apart from the greater stress laid on hearing, is the same for all scholars. The faculty of lip-reading is not prejudiced by instruction through the ear, but is rather aided thereby. The absolutely deaf scholars will likewise derive a benefit from the separation of the scholars according to the degree of their hearing powers; for, owing to the circumstance that all of them suffer from the same defect, the teacher will be enabled to proceed in a more uniform and even manner. The friends of instruction through the ear do not plead the cause of the deaf who can hear to some extent, from selfish motives, but from the innermost conviction that this method of instruction promises the best results, and because they are filled with that enthusiasm which a good and just cause inspires."

The next speaker, Mr. Wende, said in part: "We bid a hearty welcome to the men of science who visit our workshops for the purpose of furthering the exact sciences, and of benefiting our scholars by the fruits of their researches. The remnants of hearing have been measured at all times, but the results proved

vastly different owing to the different means of testing the hearing. Berzold's series of sounds renders the isolated examination of each individual sound possible, and therefore enables us to clearly define each remnant of hearing. This examination furnishes a basis for speech instruction. We, as teachers of deaf-mutes, have invariably made the test by means of speaking. The question is not whether the scholar can simply hear, but whether he is able to reproduce the sounds and words which he has heard. In the same way exercises in hearing have at all times been employed to develop the vowels, for obtaining a good enunciation and a certain fluency of speech; by this method, in which we let the scholars alternately hear, read from the lips, and perceive mentally every day and every hour, the organic connection of all the motorial sensations becomes more intimate and firmer. Even now we place the hearing scholars by the side of or before the teacher. Nearer to him they cannot get, even if the separation of the scholars is carried on indefinitely. The results, as regards the perception of speech, which are credited to the hearing exercises, are nothing else but the results of a well arranged speech-instruction, and of a growing understanding of spoken words. From the statistics gathered in the German Empire at the end of the present scholastic year (1900), it appears that in 400 classes containing 4019 scholars, there are 779, i. e., 19.4 per cent. who can distinguish every vowel; there are consequently, about two hearing scholars to each class. Of the 779 scholars, 232 were very bright, 326 possessed mediocre abilities, and 221, i. e., about 27 per cent., were mentally backward. It will thus be seen that the faculty of hearing and mental capacity do by no means go hand in hand. The separation of the scholars according to the degree of hearing will not, in itself, raise the standard of our institutions, but this object will be reached by the even and uniform progress of the scholars resulting from the uniform character of their capacities. As long as here in Germany the separation according to capacity has not been carried out, as long as we do not have an eight years' course, and as long as the education of deaf-mutes is not made compulsory, the separation of the scholars according to degrees of hearing may well

be termed a mere luxury. But whenever and wherever these conditions are fulfilled, and where it appears that a separation by degrees of hearing can be made without difficulty, it should certainly be made."

Privy Counselor Dr. Watzold, the representative of the Prussian Ministry of Public Instruction, stated that the Prussian Administration had resolved to make a trial of the system favored by the advocates of instruction through the ear. A class of hearing scholars is to be formed at the Royal Institution for deaf-mutes at Berlin, and this class is to receive separate instruction, following in general the usual course of deaf-mute instruction; a closer union is to be aimed at between aurists and teachers of deaf-mutes so that the physicians may in every sense become the helper and co-worker of the teacher, and with this end in view, special courses for physicians at deaf-mute institutions have been arranged.

After some further discussion, the Congress by a great majority pronounced in favor of the principles laid down by Mr. Wende.

After some reports, showing the financial status of the German Association of teachers of deaf-mutes, and giving the number of members as 516, so that it appears that about 200 teachers have not yet joined the Association, the business meetings were brought to a close.

In the afternoon two steamers took most of the delegates to Eppendorf on the river Alster, the home of Heinicke. After visiting the church, erected in 1751, in which he was precentor for so many years, the delegates marched to the Centre Square where Heinicke's monument has been erected. Here, short but enthusiastic speeches relative to Heinicke's life-work were delivered by several delegates, and two laurel-wreaths were deposited at the base of the monument, one by the German teachers' association, and one by Counselor von Ostrogradsky as a greeting from the Russian teachers.

At 8 p. m. the delegates met once more, in the large and beautifully decorated Hamburg music hall, in a social way: re-

freshments were served, and songs, speeches, and recitations kept everyone in the best of humor till a late hour.

On the following day, an opportunity was afforded to visit some of the interesting sights of Hamburg, and take excursions into the beautiful neighborhood.

The Congress was a great success in every way, but especially in developing a more cordial feeling among the teachers of deaf-mutes, in encouraging them in their arduous but noble work, and in pledging new zeal and new faithfulness in furthering this work.

The next Congress of the German Association of teachers of deaf-mutes will be held in 1903, in Frankfort-on-the-Main; and the hope was freely expressed that the 200 colleagues who are still outside of the Association will by that time have come within the fold.

# HISTORICAL NOTES
## CONCERNING THE TEACHING OF SPEECH TO THE DEAF.[1]

## APPENDIX Q.

### LETTER FROM DR. COGSWELL TO REV. ABEL FLINT.[2] (1811, June 18.)

[A letter written by Dr. Mason F. Cogswell, on behalf of Sylvester Gilbert[3] and himself, which was submitted by the Rev. Abel Flint to the General Association of Connecticut at the Farmington meeting in 1811. A copy of the original manuscript was filed with the minutes of the Association; and through the courtesy of Mr. Albert C. Bates, Librarian of the Connecticut Historical Society, we are enabled to print it here.—A. G. B.]

Hartford, June 18th, 1811.

Rev'd. & dear Sir—

I fully intended seeing you on the subject which I mentioned yesterday, previous to your leaving town—professional avocations prevented, & I must now make my request in writing. I leave you to make the communication to the Association in your own way, & them to accomplish the end proposed, as their judgment shall

[1]By Alexander Graham Bell. Six Chapters of this work have been published in Vol. II (see Index); also Appendices A to P.—ED.

[2]Rev. Abel Flint, D. D., of Union College, a Congregationalist minister, b. 1765, d. 1825; graduated Yale University 1785; pastor of the South Church of Hartford 1791 to 1824. In 1822 he was thrown from his carriage, and though confined to his bed only for a short time, was never afterwards able to continue his pastoral work. He was for many successive years the Treasurer of the General Association of Conn. See Sprague's Annals of the American Pulpit.—A. G. B.

[3]Judge Gilbert had five deaf and dumb children. See foot-note to Appendix S.—A. G. B.

direct. The information we wish to obtain is as follows —Viz—How many persons there are in the State who are deaf & dumb. Of what age they are. Of what sex—whether they were born so, or became so by disease, & at what age they became so, & of what disease, & any other circumstances relating to them which the gentleman who obtains the information may deem worthy of record. I make this request in behalf of Mr. Gilbert & myself. The subject is important, & I doubt not, but your body will esteem it worthy their consideration. With sentiments of esteem & affection,

I am Sir

Your friend

Rev'd. Abel Flint — Mason F. Cogswell.

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## APPENDIX R.

### Action of the General Association of Connecticut in Response to the Letter from Dr. Cogswell.

(Farmington meeting, June, 1811.)

[From the manuscript records of the General Association of Conn., on file at the Conn. Historical Society's Rooms, in Hartford, Conn.]

Minutes of meeting held at Farmington, Conn., 1811, June:

"A letter from Doctor Cogswell, Hartford, in his own name, & in the name of Sylvester Gilbert, Esq. of Hebron, was read. Whereupon,

"Voted, that the several district associations be requested to ascertain the number of persons, within their respective limits, who are deaf & dumb—of what age they are—of which sex—whether they were born so, or became so by disease, & at what age they became so, & of what disease; & make report to the Genl. Association at their next session, designating in their report, the towns in which such persons live."

## APPENDIX S.

### LETTER FROM SYLVESTER GILBERT TO DR. COGSWELL, (March, 1812.)

[Copied from manuscript on file in Yale College Library.]

Hebron, March 1812

Doctor M F Cogswell

Dear Sir,

Your obliging Letter of the 12th Inst. from Colchester was duly received & I assure you that it awakened all the attention and lively animation imaginable, in my Children,[1] especially the two unfortunate daughters —they looked over the letter, & required explanation of every part of it, every Idea which I communicated from it, gave them great satisfaction & pleasing hopes. They are determined to visit at your house, & thank you for the invitation, & I will certainly carry one of them with me, the first convenient opportunity. I had heard that the genl Association had agreed to attend to the census of the Mutes in this State, but did not before know that you had written to them in our mutual behalf, or had engaged Doctr Dwight. I am extremely glad that you have attended to the subject, it is a business I have for a long time thought of, but until now have had no one to second my views; with you I now feel a strong confidence that before a very distant period we shall have a school established for these unfortunate Children—God knows how much it is wanted. For the purpose of exciting some attention to this subject, as preparatory to our ultimate design, & also with a view to remind the Clergy of the undertaking, & that the thing may not be forgotten by them;

[1]Judge Gilbert had 13 children, five of whom were deaf and dumb. His daughter Mary was admitted to the Hartford School 1817, and remained four years. "She has three deaf and dumb brothers, two of whom are married, and one deaf and dumb sister who is married (Mrs. Force)." From early records in the Hartford School we learn the names of the whole family.

CHILDREN OF SYLVESTER AND PATIENCE GILBERT of Hebron, Conn. *Samuel* (deaf and dumb) lost hearing at 2 years; *Abigail*, *Theodore*, *Sophia*. *Arethusia*. *Sylvester*, *Patience*, *Wm. P.* (deaf and dumb), *Lewis* (deaf and dumb), *Ralph*, *Clarissa* (Force) deaf and dumb, *Mary* (deaf and dumb) b. 1796 May 14, *Abigail Eliza*.—A. G. B.

I have written a few general remarks, which you will find inclosed, & if you judge that the publication of them will have the intended effect, you will have my consent to request the printers in Hartford to publish the piece, in their newspapers; & I should say this, that something of the kind, *as an entering wedge*, this spring. might be published or copied in all the papers in the State. If you think proper to add to it, or to alter what I have written I shall have no objection.

I once conversed with Mr. Goodwell about inserting in his newspaper something on the subject, & he appeared to be very willing to receive & publish any communication I should make. Mr. Dwight I presume will do the same, & perhaps he will hereafter write on the subject himself. This is no matter of party, but of general, & as we feel, important concern; & I would by all means have it also in the Mercury, if published at all. It is designed only as a beginning or introduction, & tho' the remarks are simple, they are but little thought of & not universally understood. This is all we can do until the numbers shall be ascertained Mrs. Gilbert joins me in respects for Mrs. Cogswell and Yourself

(Signed) Sylvester Gilbert.

(Addressed, Doctr Mason F. Cogswell, Hartford)

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## APPENDIX T.

ARTICLE FROM THE CONNECTICUT COURANT, MAY 26, 1812.

(Written by "A Parent.")

"For the Courant

### THE DEAF AND DUMB.

THAT unfortunate class of persons who are born deaf, or are casually deprived of hearing in early infancy, are commonly called DEAF AND DUMB; and it is true they are generally dumb, as it respects correct articulation; but no manner of impediment to speech or articulation attends them, excepting merely the want of hearing. The organs of speech are as perfect in them, as in others; and give them only the faculty of hearing, by which they may distinguish sounds, and many of them

with ordinary assistance would soon become orators. The whole defect is in some part of the organization of the ear, probably the tympanum or drum, or the auditory nerves—'the ear trieth words, as the mouth tasteth meat.' By the mouth or palate the different tastes in meats, by the eye the distinction of colours, and by the ear the distinction and variety of sounds, are perceived and known. It is a common observation, that persons deprived of one sensation improve the others to greater perfection. A deaf person being extremely dependent on vision, and reduced to the necessity of obtaining most part of his information and knowledge through the medium of sight, makes his eyes and sense of feeling, in some measure, supply the want of hearing; he sees everything before and behind him, and by acuteness of sight, catches many things from the conversation of those around him without hearing a single word. It is supposed by many who have not paid any particular attention to this unfortunate class of our citizens, that they are incapable of making any considerable progress in arts or sciences, and therefore but little pains have been taken for their instruction; and indeed parents finding our common schools illy adapted to their circumstances, and instructors generally ignorant of the proper modes of instructing them, have been often discouraged, and too soon given up the task. Where academies or schools have been established for the instruction of these unfortunates, the success of qualified instructors, and the improvement of the pupils, have astonished numberless spectators. Deaf children are the most assiduous scholars in the world, when they have an instructor who is able clearly to communicate ideas to them; they receive every new idea with peculiar pleasure, and where they have been favoured with an appropriate school, very many have become useful and respectable members of society. What a pity that this class of our citizens, capable of great improvement in many arts and some of the sciences, should be wholly overlooked at home, in this time of great and laudable zeal for sending instruction abroad. But the General Association of Connecticut, first in deeds of charity, have voluntarily undertaken to obtain, through the assistance of their brethren in the several towns and societies in the state, a correct census of all the MUTES in the state; and from the well known

character of the Clergy of Connecticut, it is expected and believed, that the task will be cheerfully and punctually performed; and when the numbers shall be ascertained, the public shall be gratified with something more particular on this interesting subject.

A PARENT.

(From the *Connecticut Courant,* Hartford, Tuesday, May 26, 1812.)

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## APPENDIX U.

### Sharon Meeting of the General Association of Connecticut, June, 1812.

[From the manuscript records of the General Association of Connecticut, on file at the Connecticut Historical Society's Rooms, in Hartford, Conn.]

Minutes of meeting held at Sharon, Conn. Minutes of Wednesday, June 17, 1812:

> "The several district Associations in compliance with the request of the Gen'l Association to ascertain the number of deaf and dumb persons within their limits— of what age they are — of which sex — whether they were born so, or became so by diesase, and to make report at this Session, designating in their reports the towns in which such persons live, handed in their reports.
>
> "The Rev'd Jehu Clark was appointed a Committee to examine these reports and to report to this body a summary of the same."

Record of minutes for Thursday, June 18, 1812.

> "The Rev'd Jehu Clark, Committee appointed to report a summary of the reports respecting the number &c. of the deaf and dumb within the limits of this Association made report, which was accepted and ordered to be put on file No. 3. The number reported is 74"

(A careful examination of the papers filed has failed to feveal the report or reports — and it is believed that the list of names is no longer there.—A. G. B.)

## APPENDIX V.

### PETITION OF MASON F. COGSWELL, WARD WOODBRIDGE, AND OTHERS, MAY, 1816.

[Copy of petition on file at the Office of the Secretary of State, Hartford, Conn.]

To the Honorable General Assembly of the State of Connecticut, now sitting at Hartford in said State.

The Memorial of Mason F. Cogswell, Ward Woodbridge and others whose names are hereto subscribed and their associates respectfully sheweth:

That deeply impressed with the importance of educating and instructing the deaf and dumb, they have associated themselves and by voluntary contributions have raised the sum of Two thousand four hundred dollars towards the establishment of an Institution for the Education and instruction of that unfortunate class of persons; and have already procured a gentleman of distinguished talents and learning, who at the expense of the petitioners has repaired to some of the principal cities in Europe, where the art of teaching the deaf & dumb is carried to the greatest perfection, in order to qualify himself for this employment and for the sole purpose of being instrumental in training to knowledge, virtue, & public usefulness, those who for want of proper attention only have been hitherto lost to the World.

It is ascertained that there are in this State about one hundred persons who are of this description and there are probably in the New England States about Five hundred & in the United States about Five thousand persons for whom there exists no possible means of Instruction within the United States.

In order the better to enable the Memorialists to accomplish an object of so much advantage to the Public and of inestimable importance to this class of unfortunate persons—They pray your Honours to constitute them & their Associates, a body corporate by the name of *"The Connecticut Asylum for the Education and Instruction of Deaf & dumb persons"*—with the usual & necessary privileges of such a Corporation or grant them other suitable relief in the premises—and they as

in duty bound will ever pray—Dated at Hartford this 27th day of May A. D. 1816.

Mason F. Cogswell
Ward Woodbridge

May 1816 passed Upper House
concurred in House of Rep.

(The file mark on this paper reads, "petition of the Associates of the Connecticut Asylum for the instruction of the Deaf and Dumb." The petition seems to be in the handwriting of Dr. Cogswell. This paper and the manuscript of the Act of Incorporation are filed with other papers relating to the May Session of the Assembly.—A. G. B.)

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## APPENDIX W.

### Letter from Sylvester Gilbert to Dr. Cogswell, (July 18, 1816.)

[From manuscript on file in Yale College Library.]

Dear Sir,

Your letter of the 6th inst. has been received and communicated to my neighbor Mr. Barbour. I have had frequent interviews with him on the subject of your letter before, & he has engaged to have the object in view, & has promised me to call on you the first time he shall be in Hartford, & is frequently there, & often deals with Mr. Spencer Whiting where you may, if necessary, leave word or message for him to remind him of calling on you. Mr. Barbour is not the only man that I have urged this subject upon, it has been a long time a subject of attention with me; the necessity of a school adapted to the condition of mutes, the inapplicability of our common schools to the unfortunate condition of this class of our Children, the duty of attention to them, who are dispersed through our own Country & in almost all our Towns—are topicks on which I have for a long time meditated & conversed, & had the pleasure of suggesting my ideas to you, several years ago, on these subjects, (& bless God, very successfully) and the object is now accomplishing, principally by your means, though I have laboured for more

than 20 years, but with less energy, & less success than yourself (so that I am deemed unworthy even to be a member of the Connecticut Asylum for the deaf and dumb of which I have five in my own family) & done more toward the private instruction of them than has been done in any other family or Town in Connecticut & was the first man in the State who attempted to excite the public attention to this humane & benevolent object But I rejoice greatly at the prospect before us, & consider the attention & liberality of so many of the most respectable citizens of Hartford, & others, as commendable & praiseworthy, as it is benevolent & divine I consider the names of the members of this Corporation as enrolled in the catalogue of the greatest Worthies of Connecticut, antient or modern; and as engraved on the hearts of the good & great, as long as time shall last—An honour devoutly to be wished, & the loss deeply regretted, by one who sends you herewith fifty dollars in aid of the institution and is your Friend & very humble Servant

(Signed) Sylvester Gilbert.

P. S. Mr. Woodbridge once wrote me on the Subject of this Letter. I pray you not to fail of giving my best respects to that respectable friend & to let him know that I have neither forgotten him nor the Institution.

I have heretofore explained to you the reason of my delay as far as I supposed was necessary—the same reasons still exist in some degree, but will be removed if I should live & enjoy my health a few years with divine favour. I do not pretend that I am poor, or expect to fail, but obstacles obstinate have been in my way, other calls more immediately concerning my family in a pecuniary view have called my attention.

I am glad to hear of the success of your good daughter Alice, my daughters are still both at home & have attended to your letter with deep interest & send their love to Alice. Clarissa will not leave home until next fall.

Mrs. Gilbert joins me very cordially in respects to you, Mrs. Cogswell & family Yours &c.

(Signed) S. Gilbert

(Addressed, Doctor Mason F. Cogswell, Hartford. By John T. Peters, Esquire.)

## APPENDIX X.

SKETCH OF THE LIFE OF SYLVESTER GILBERT.

[Copied from The Judicial and Civil History of Connecticut, edited by Hon. Dwight Loomis and J. Gilbert Calhoun, p. 273.]

SYLVESTER GILBERT: Born at Hebron, Conn., October 20, 1755, the son of Samuel Gilbert. Was graduated at Dartmouth College in the year 1775. His law studies were pursued in the office of Jesse Root, esq., at Hartford, and he was admitted to the bar in Hartford county in November, 1777. He began practice in his native town, then in the county of Hartford. On the organization of Tolland county, in 1786, he was appointed state's attorney for that county, and continued in that office twenty-one years. He was then appointed chief judge of the County Court, and judge of probate, and continued to hold these offices until May, 1825, except when attending Congress. From the early part of his practice until 1810, he had one or two law students in his office, and in that year he commenced a regular law school, with from seven to ten students, and continued it six years. The whole number of young men who read law under his tuition is fifty-six.

He was a member of the Fifteenth Congress. In September, 1780, he was chosen to represent his native town in the General Assembly, and was then the youngest member of the House. He continued to be chosen in the succeeding years until he had been elected no less than thirty times. In the year 1826 he was once more elected, and then enjoyed the distinction of being the oldest member of the House, as he had once been the youngest. In May, 1795, the General Assembly appointed a committee, consisting of one from each county, to sell the Western Reserve. Mr. Gilbert was selected from Tolland, and was influential in effecting the bargain to the Connecticut Company.

He was town clerk of Hebron for twenty-two years, town agent and selectman. He regretted his retirement at the age of seventy, and referred to it as "a constitutional and political death." He died in January, 1846.

## THE DEAF AND THEIR SOCIAL RELATIONS WITH THE HEARING—ANOTHER VIEW.

SYLVIA CHAPIN BALIS, BELLEVILLE, ONTARIO.

A quarter of a century and more teach us many things. And in that period we have been taught much; probably resignation first, indifference next, and, finally, contentment with our lot exemplifies our manner of progression since becoming deaf.

Super-sensitiveness has often been declared to be a marked attribute of the deaf. I am inclined to the belief it is an adjective not misplaced when applied to them in the first years of their affliction; yet, to find it still existing after years of the blessed outward quiet, seems a species of selfishness and ingratitude to the Creator, who has provided the light and glories of a great world which all are free to enjoy. Unfortunately there are some persons who are never able to wholly overcome the desire to shrink and hide from their fellow beings; such people are to be sincerely pitied; but in the larger number of cases deafness becomes a matter of absolute indifference. Every one is liable to loss of hearing, thro' accident, disease, or age: and while not a condition to be desired it is nothing of which to be ashamed.

I fear the writers in the last ASSOCIATION REVIEW, on "The Deaf and Their Social Relations with the Hearing," have either been most unfortunately situated, or are most acutely supersensitive. Our experience has been that as we face life and meet our fellow men, our happiness and usefulness will be proportioned. Go forth with a smile and kindly words, and smiles and kind words are most likely to be your portion; start out with a scowl and a grumble and you will meet with their near relations at every turn.

The weary old world has sorrows and troubles enough of its own, ours do not concern the universe. Some people are born with a faculty for extracting misery from Paradise; others are

blessed with such sunny natures that clouds flee as by magic at their approach. If all who are deaf could only be brought to realize how much worse their condition might have been, I think their horizon would broaden and brighten very considerably. Perhaps our lines have been cast in pleasanter places, for we positively delight in the society of the hearing, and many are the congenial friends and acquaintances whom we have.

Possibly, travel and much reading has extended our outlook and prevented self-absorption, so that what appear as slights, if nothing worse, to the self-conscious deaf person, to us have no significance and are not considered as worthy of notice. I do not think the question of one sense more or less ever occurs to the majority of people with whom we come in contact. It is certain we have never met with discourtesy because of our lack of hearing from any class of people. Among the educated an instant recognition of our difficulties has secured us every consideration and attention a reasonable being could desire. All social intercourse and business matters are transacted orally. Tho' we do not claim to be expert lip-readers, a pencil and pad are usually the very last things we consider essential to our needs or comfort. Calling and the receiving of calls is a regular and recognized institution in our household. The attendance at all social functions furnishes us as much pleasure as is derived therefrom by those who can hear, probably more, when one considers the bedlam of voices and other sounds that rack some nerves so severely. We simply ignore our deafness and others do the same. Of course there are occasions in the course of conversations, when we may miss something that has been said, or misunderstand some remark, in which case, if it seems a subject of importance, we do not hesitate to request its repetition, or even that it be written down.

We are exceedingly thankful that it has been our good fortune to have gained a thorough knowledge of the sign-language and a familiarity with several forms of manual alphabets. There are few people who have not some knowledge of some form of manual alphabet; and tho' we very rarely have need of the assistance it affords, there have been cases where a word or two

furnished in that manner has been of great assistance in making clear a doubtful meaning.

We have little sympathy for those persons who will neither ask, accept, nor give assistance in any or every manner it may be afforded. If they choose to consider it undignified, or contrary to their training to thus receive assistance, they may well be left alone to flounder around in an atmosphere of uncertainty regarding what is passing.

Life is too short and time much too precious to waste in guessing at things that a gesture, a turn of the hand, or a few pencil marks will make clear. There are some persons whom the best lip-readers living can never understand, and they are often good people too, frequently well worth the trouble of cultivating. We have all met them at one time or another, and have struggled and strained and worn out nerves and temper in the process of trying to understand them. In the end we have secured about as much satisfaction from the proceedings as we would had we tried interviewing a Cheshire cat.

Teachers, family, and friends alike too often forget, if they have even ever thought of it, how great a strain upon our whole system is demanded by lip-reading. Upon occasion it is a positive relief to run away from everybody and find other amusement or occupation than conversation.

The companionship and solace to be found with our books is the greatest blessing vouchsafed us. I care not whether a deaf child is, or is not, taught to utter an intelligible word, if it but be so taught and trained as to enjoy reading when thrown upon its own resources. If its teachers have achieved that, it has had placed in its hands the most inestimable blessing and the greatest power for good granted humanity. Be they deaf-mutes or semi-mutes, it matters little. An education that places within their reach the key to knowledge, places them upon an equality with their fellow men. The system or method by which they are given this ability is of small consequence if the result achieved is *an education* and the power to *do*.

We have never had cause to feel that the methods employed in our education have had any bearing upon the treatment we

have been accorded by society and the world in general. In short, it is not methods of education, but personality that demands consideration, attention, and respect. Where discourtesy is shown, it is quite safe to conclude, the same treatment would have been accorded hearing persons. Those who are guilty of such conduct are scarcely worth wasting a thought upon: moreover, they invariably receive their just deserts sooner or later.

If we choose to search for slights and insults we will find them in abundance, lying around loose, waiting to be recognized, coddled, and nursed. Persons who go about with chips upon their shoulders get them knocked off with most astonishing promptitude and rapidity; and almost invariably it is done by innocent individuals who are entirely too busy to notice the pestiferous little sticks, or to care an atom if they are knocked down.

If the deaf insist upon forcing a recognition of their affliction, in season and out of season, upon their friends and associates, and enjoy wandering about the highways and byways with long faces and enshrouded in gloom, no one can blame normal persons for giving them a wide berth.

We do not think hearing persons intentionally slight or inflict pain upon those who are deaf because they are deaf. They simply are completely at a loss, as a rule, how to communicate with them. If the deaf will meet hearing persons half way and try to be entertaining and interesting also, they will have little cause for complaint.

## MR. HAVSTAD'S SUPPLEMENTARY REPORT.

[The visit of Mr. Lars A. Havstad of Norway, to the United States and the British Isles in the year 1899, was followed by a full and exhaustive report to his government covering his observations and conclusions. (For a full translation of this report see REVIEW, 1900, February, April, and June numbers.) We now have a report by Mr. Havstad supplementary to his first report, in which he presents to the Norwegian Parliament as "Document No. 34," the paper read by Dr. A. L. E. Crouter before Department Sixteen of the National Educational Association, Charleston, S. C., July, 1900. We give below a translation of Mr. Havstad's introductory comments upon Dr. Crouter's paper, and for the benefit of those who may not have already read it in the Annals, also the paper itself.]

TO THE COMMITTEE ON ECCLESIASTICAL AND SCHOOL AFFAIRS OF THE STORTHING [NORWEGIAN PARLIAMENT]:

In the Report on my trip to America, printed as Doc. No. 1, Session of 1899-1900, I gave notice that at some future time I would furnish additional information. My principal object then was to give fuller information concerning the work done by, and the efficiency of, the small day-schools which Dr. Bell considers necessary if the education of deaf-mutes is to be considerably advanced towards an ideal education, and of which there has been quite a number in existence in various States of the Union; I further intended to give supplementary information concerning the first education of young deaf children below the school age; and finally to present to your Committee a report on the results obtained in America by comparative experiments in the two methods of instruction, and incidentally to answer the question, which is the most suitable course to be pursued in the case of

backward deaf children. Unfortunately, Dr. Bell has not yet found time to prepare a connected report on the first question (small day-schools). As regards the second question (education of deaf children below the school-age) I had collected some material, but desire to obtain more before making my report. Regarding the third question (methods of instruction), however, we find an answer in the January, 1900, number of the American Annals of the Deaf in the shape of an article by Dr. A. L. E. Crouter. This article appears to me to be of such importance as to warrant my transmitting, herewith, a Norwegian translation of the same.

It is true that in Norway the question of methods was in the beginning of the nineties decided in favor of the speech-method as the only method to be employed. But this decision was not reached by a unanimous agreement of all specialists. Those, particularly, who prepared the present organization, had their doubts about the matter; and it is presumed that they, or at least some of them, still hold the opinion that a choice of methods should be left open, to suit the capacities of the different scholars; and that either method might be employed in view of the two classes of deaf, viz., the deaf-mutes proper (born deaf, or become deaf at so early an age that they may be classed with the former), and deaf-mutes improperly so called (persons who have become deaf later in life, or those who possess some remnants of hearing). Dr. Crouter's comparative experiments are certainly unique in their character. They were made during so many (19) years, and with so large a number of scholars (355 to 511 in one school at one and the same time, and with an average of 60 new scholars a year; i. e., more than all the Norwegian deaf-mutes of school-age), that the greatest importance must be attached to the results. In my opinion, Dr. Crouter's experiments ought to set at rest all doubts which still may linger in the minds of some, as to the justification of the decision taken in Norway about ten years ago, regarding the two methods.

Respectfully,

LARS A. HAVSTAD.

CHRISTIANIA, January 28, 1900.

[Here follows Dr. Crouter's paper, translated by Mr. Havstad into the Norwegian language.]

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## CHANGES OF METHOD IN THE PENNSYLVANIA INSTITUTION.

In 1870, influenced by the movement in favor of some recognition of the merits of speech-teaching consequent upon the establishment of oral schools for the education of the deaf in Massachusetts and in New York, and by the report of a visit to European oral schools by Dr. Edward M. Gallaudet, wherein the introduction of articulation-teaching in all American schools for the deaf was strenuously urged, the management of the Pennsylvania Institution for the Deaf and Dumb introduced articulation-teaching for such pupils as might be able to profit by it, thus recognizing the desirability of teaching speech to its pupils, at least as an accomplishment, and changing the school from a sign-language school into what is popularly known as a combined-system school.

The sign-language method, the method of De l'Epee, Sicard, and their successors in France and in America, pervaded every department of the Institution during the period from 1820 to 1870. So easy of acquisition, so all absorbing of the mental faculties, so enchanting to its users, teachers and pupils alike, it had become the one easy and acceptable means of communication and instruction throughout the school, and any step limiting its use or weakening its functions in connection with school work or social intercourse was received with many and great apprehensions. Signs for words, for ideas, for persons and places, in school-room and lecture-room work, had, in the course of fifty years, become so imbedded in the thought and practice of the school that they were regarded as the *sine qua non* of all successful effort.

Under such conditions the outlook for successful speech or articulation teaching was far from encouraging, when, in 1870, the first attempts at such work in the Institution were made. The method introduced, one still pursued in many combined-system schools, provided from thirty to forty-five minutes' daily instruction in speech, or articulation, and lip-reading; the various classes, in whole or in part, going in turn to the instructor charged with the duty of teaching speech to the whole school. At best the instruction thus afforded amounted to little more than a certain sort of vocal drill, tiring alike to both teacher and pupils. In no sense could it be regarded as instruction by oral methods.

Recognizing these unfavorable conditions, the authorities of the school in 1881 resolved to introduce separate oral instruction, at least for a portion of the pupils. This was eleven years after the introduction of

articulation-teaching under combined-system methods. The experience of these eleven years was sufficiently convincing of the great difficulty, if not utter impossibility, of securing good speech and good lip-reading with only thirty or forty-five minutes' daily instruction, the remainder of the time being given to instruction under very different and antagonistic methods.

The next step was the establishment, at some distance from the main school, of a separate Oral Department for a portion of the pupils. This Department, conducted at first as a day-school, at the end of its fifth year contained ninety pupils and nine teachers. In 1885 it was changed from a day to a boarding school.

This important step was taken very advisedly. No class of defectives require for their development more specialized methods of training or more wholesome environing influences than the deaf. The managers of the Institution, recognizing the many advantages of home environment in the education of normal children, were fully sensible of the many arguments since then so widely exploited in furthering the interests of day-schools for the deaf. They, however, felt with Dr. Nathan Oppenheim that, while "a household is primarily designed for the needs, comforts, and pleasures of normal persons, it can only with difficulty subordinate its natural usefulness to the needs of abnormal children," and, realizing the serious harm that would be certain to result in the education of deaf children should there be failure to appreciate to the fullest extent the great differences between normal and defective children, were led, very wisely, to decide in favor of the boarding rather than the day-school system for this Department. In our experience under the day-school plan it was found very difficult to control attendance, to enforce discipline, or to secure satisfactory and helpful and healthful home influences. With the change to a boarding school, all these unfavoring conditions were remedied, and the work of the Department almost immediately assumed a higher and better tone.

The work of the Institution was prosecuted at this period (1883-'88) in the following manner: In the main school, in manual or sign-language classes with instruction in articulation in half and three-quarter hour periods to a portion of the pupils; in two oral classes, formed in 1883-'84, in the same Department, and from which signs and spelling as means of instruction were excluded; and in oral classes in the separate Oral Department. Instruction was continued under this classification for five years, the orally taught classes slowly increasing in number each year. The articulation classes grew smaller, their speech-work in comparison less and less satisfactory, until the year 1888, when articulation-teaching of this character ceased altogether. Since then the work of the school has been practically confined to two methods only, the oral and the manual. Intermittent speech-work has been banished from the curriculum.

Comparative tests of the results under the two methods were conducted for a period of five years (1888 to 1892, inclusive), grade for grade, class for class. The examinations, based on the work pursued in the Manual Department, were taken alike by the pupils of both departments, and in no one instance were orally taught pupils, of equal grade, found inferior to manually taught pupils; in many respects their work was superior. In the language tests their work was almost invariably superior; in statement of facts, as in history or geography, they also frequently excelled. The results of these tests were remarkable. They proved conclusively that the congenitally deaf, the adventitiously deaf, and the semi-deaf—in fact, all deaf children of good health and good mental powers—may be successfully taught by oral methods alone.

Upon the transfer of the Institution to Mount Airy in 1892, the separation of the Oral from the Manual Department was made complete by merging the two oral classes of the Manual Department into classes hitherto taught in the separate Oral Department. The merging of the pupils of these two classes with pupils similarly instructed, but without sign-environment, brought to light some interesting contrasts. It was found in the case of the former that their speech and speech habits were not so good nor so firmly fixed; that their lip-reading was not so reliable, and that their attainments were not in general so high. This was true class for class and pupil for pupil, and whether deaf-born, semi-deaf, or semi-mute. When closely compared with pupils who had enjoyed complete separate oral instruction, it was clearly shown that their years of sign-environment had told upon them for the worse.

The injurious effect of sign-environment upon pupils orally taught received further demonstration in our experience at Mount Airy, when, on account of the greatly increased number of pupils under oral instruction, we were compelled to associate intermediate oral classes with manual classes in the same hall. The work of the pupils of these classes, in so far as their speech and lip-reading were concerned, greatly deteriorated, emphasizing in marked degree the statement already made that speech methods and sign or manual methods do not and cannot combine to the advantage of pupils instructed under what are known as combined-system methods.

Prior to the year 1892 the growth of the Oral Department during the ten years of its existence was slow. With the removal of the school in that year to Mount Airy, and with the passage of an act by the legislature, in the session of 1893, requiring all new pupils received into the school to be placed under oral instruction, and to be maintained under oral methods of instruction until it was plainly shown that they could not be benefited by it, the Oral Department has rapidly increased. The following comparative table gives the yearly increase from 1881 to 1899, inclusive:

| Department. | 1881 | 1882 | 1883 | 1884 | 1885 | 1886 | 1887 | 1888 | 1889 |
|---|---|---|---|---|---|---|---|---|---|
| Manual | 319 | 317 | 297 | 332 | 337 | 337 | 340 | 313 | 315 |
| Oral | 36 | 52 | 66 | 69 | 87 | 96 | 96 | 120 | 120 |
| Total | 355 | 369 | 363 | 401 | 424 | 433 | 436 | 433 | 435 |

| Department. | 1890 | 1891 | 1892 | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 |
|---|---|---|---|---|---|---|---|---|---|---|
| Manual | 302 | 312 | 274 | 200 | 176 | 152 | 121 | 93 | 66 | 48 |
| Oral | 129 | 125 | 170 | 260 | 304 | 350 | 390 | 416 | 440 | 452 |
| Total | 431 | 437 | 444 | 460 | 480 | 502 | 511 | 509 | 506 | 500 |

From this statement it will be seen that in 1881, when the separate Oral Department was established, the Manual Department contained very nearly 90 per cent. of the total attendance, and the Oral Department a little over 10 per cent.; that at the beginning of the competitive examinations in 1888, the Manual Department contained over 72 per cent. of the total attendance, and the Oral Department less than 28 per cent., whereas in 1899, completely reversing their relative positions, the Oral Department contained over 90 per cent. of the total attendance, and the Manual Department less than 10 per cent. Thus had the oral method, in a competitive trial of nineteen years, 1881 to 1899 inclusive, forced itself to the front by sheer force of merit.

During this long period of trial, extending over almost twenty years, there were cases of apparent oral failure; and in such instances the authorities of the school always stood ready to transfer to the Manual Department, in the hope that its supposed superior merits, as a means of instruction, might do for such pupils what the oral method seemed incapable of accomplishing. I have some striking statistics to submit on this point: From 1881, when separate oral instruction was introduced, to 1899, tnere were received into the school 1,130 pupils, of whom 671 were placed under oral instruction and 459 under manual. Of these 671 oral pupils 71 failed to make satisfactory progress under that form of instruction, and were transferred to the Manual Department for instruction under manual methods. In other words, of the large number of pupils orally taught during this period, but 10½ per cent. were regarded as failures. But were these failures owing to the method of instruction pursued, or were they rather the result of inferior mental powers on the part of the pupils themselves? Their history under manual instruction must answer the question. And when I say that of these seventy-one pupils transferred from the Oral to the Manual Department during these nineteen years, but three, less than 5 per cent., attained even average success under manual methods, it seems to me the answer that it was not

the method, but the mental condition of the pupils that was at fault, is at once conclusive and complete.

But let me apply this failure test to the work of the Oral Department when it was more fully organized, say from 1892 to 1899, inclusive. During this period there were received into the Institution 516 pupils, of whom 493 were placed under oral instruction and 23 under manual. Under instruction, but 20 of these pupils have been regarded as failures, and transferred from the Oral Department to the Manual. That is, in a period of eight years, with a total of 493 pupils placed under oral instruction, the percentage of failure is not quite 4¼ ; and to-day, with a total of 500 pupils under instruction, 452 orally and 48 manually, there are but 14 oral failures in the school—under 3 per cent. of the total attendance.

With such experiences as these, covering a period of almost twenty years, I am forced to conclude that "when a deaf child cannot be educated by the application of proper oral methods, it is useless to hope for any marked success under any method." And after a most careful comparative examination of the relative merits of oral and manual methods of teaching the deaf, extending over this long period, and including almost every phase and variety of such methods of instruction, I fully believe that proper oral methods, by which I mean the use of speech and speech-reading, writing, pictures, and the free use of books, are fully adequate to the best education of the deaf.

A. L. E. Crouter,
Superintendent of the Pennsylvania Institution,
Mt. Airy, Philadelphia, Pennsylvania.

## MARY S. GRANT.

M. F. GRANT, GRAND RIVER, NOVA SCOTIA.

Mary S. Grant was born at Earltown, Colchester Co., Nova Scotia, on June 24th, 1876. She was but one year old when her father moved to West River, Prince Edward Island, where she was first made acquainted with common school life. In 1886, her father accepted a call to take charge of another congregation, and this time in Port Morien, Nova Scotia, and for three years the subject of this sketch was a pupil of the graded school of this place.

Her academic training was received at the Pictou Academy and the New Glasgow High School, and after a good training at both of these institutions, she entered Dalhousie University in the fall of 1893, at the early age of seventeen. After graduation in 1897, she prepared herself for the work of teaching by a term spent at the Provincial Normal School, Truro. In September, 1898, she accepted an appointment as teacher in one of the departments of the Port Morien school, but this she resigned a few weeks later on being offered a position as instructor in the Halifax School for the Deaf.

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[The following from the Institution News, shows the regard in which Miss Grant was held by her associates in the Halifax school, and also their estimate of her work and her worth as a teacher.—ED.]

"Miss Mary Grant began her connection, as a teacher, with this Institution in September, 1898. She at once became deeply interested in the work and in the year and a half she was with us, obtained results of which any teacher of the deaf might feel proud. Patient, painstaking, persevering, and above all conscientious, she claimed the esteem and respect of her fellow-

workers, while her kind and gentle disposition won for her the affection of the pupils. She was confined to her room from the 5th of January to the 21st of April, when she passed away. During this long period of illness she waited without a murmur for the end, which came suddenly, but from the nature of the disease, not unexpectedly. Her brother, Mr. Melville Grant, was by her bedside during the last two or three days, and though she had been a great sufferer almost from the first, the end was quiet and peaceful. We do not know, we cannot understand, why she was called away just at the dawn of her greatest usefulness; we only know that the Father had need of her and took her to Himself. Her sweet innocent girlhood, her bright college career, crowned by her noble and successful efforts to loosen the silent tongue and lighten the darkened understanding, form the most fitting monument we can rear to her worth and faithfulness. Pre-eminently kind and gentle, yet strong to do and say the right, Minnie Grant was an influence for good, and a bright example to all who knew her."

## CALL FOR SUBSCRIPTIONS FOR A MONUMENT TO MORITZ HILL.[1]

On the 8th of December, 1905, one hundred years will have passed since the birth of Friedrich Moritz Hill.

When on the threshold of a new century we review the history of the development of the education of deaf-mutes, we see Moritz Hill rise high above all his fellow laborers in this field, as the unexcelled promoter of the speech method, as the master mind both in theory and practice, as the fearless and self-sacrificing champion in word and deed. Through him new life was infused into the old and rigid forms of education of the deaf-mutes, and from his labors there sprung a natural method, which became a blessing for all deaf-mutes. To him we owe the powerful impetus towards making education of deaf-mutes more general; and, if at the present time nearly all deaf-mutes enjoy the benefits of an education of both mind and heart, this is in the first line owing to Hill's labors. In Hill we honor the pioneer and banner-bearer of a new and better era for the "orphans of nature." He is the Reformer of the education of deaf-mutes.

Although Hill by his eminent work has set up for himself an imperishable monument in the history of the education of deaf-mutes; although his co-workers and his successors have long since reognized him as their great master; the teachers of deaf-mutes, nevertheless, consider it a duty of love and gratitude to erect at Weissenfels, the place where Hill spent so many years of his eminently successful life, a monument of stone and brass to their venerated master.

The German teachers of deaf-mutes at their recent Congress in Hamburg took up this idea in the most enthusiastic manner,

[1]From Blatter fur Taubstummenbildung, [Journal for the Education of Deaf-mutes], Vol. XIV, No. 2, Berlin, January 15, 1901. Translated by H. Jacobson, Washington, D. C.

and *unanimously* resolved that a *monument to Hill* should be erected. As the most suitable time for unveiling the monument, the one hundredth anniversary of Hill's birthday was suggested.

But the importance of Hill's labors in the matter of education of deaf-mutes has made itself felt *far beyond the boundaries of his country, Germany.* His efforts in furthering the speech method and shaping it more in accordance with nature, have exercised a far reaching influence on deaf-mute education in many foreign countries. As Hill, even during his lifetime, met with ample recognition by foreign nations, we feel certain that our colleagues in other countries will gladly contribute their share towards honoring their great Master.

We, therefore, issue this call to all teachers of deaf-mutes, to all in authority, to all friends and well wishers of deaf-mute education both at home and abroad, and would ask them foi *contributions towards the erection of a monument for Hill,* and to transmit these contributions to any of the gentlemen named at the conclusion of this call, or to Director Gutzmann, Berlin, O., Markus strasse 49, who has consented to receive all contributions.

WALTHER, GUTZMANN, WEISE, ARENDT, KNOTHE,
The business committee of the Association of German Teachers of Deaf-Mutes.

BERLIN, December 8, 1900.

## TABLE I—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1893–1900

Statistics compiled from the American Annals of the Deaf.

| Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location. | | Total Number of Pupils TAUGHT SPEECH. | | | | | | | | Number of Pupils Taught wholly or chiefly by the ORAL METHOD.[1] | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 | 1900 | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 | 1900 |
| Ala. | Talladega School | 24 | 32 | 52 | 70 | 60 | 84 | 60 | 48 | 12 | 16 | 36 | 30 | 60 | 12 | 12 | 12 |
| Ark. | Little Rock School | 20 | 37 | 50 | 46 | 48 | 42 | — | 56 | 10 | 18 | 26 | 16 | 48 | 37 | — | 49 |
| Cal. | Berkeley School | 78 | 83 | 90 | 110 | 90 | 85 | 100 | 100 | — | — | — | — | — | — | 2 | — |
| " | Los Angeles School | .... | .... | .... | .... | .... | — | 13 | 13 | .... | .... | .... | .... | .... | — | 13 | 13 |
| " | North Temescal School | ... | .... | — | — | 8 | — | 6 | 8 | .... | .... | — | — | 3 | — | — | 5 |
| " | Oakland School | .... | .... | .... | .... | .... | .... | 4 | 7 | .... | .... | .... | .... | .... | .... | 4 | 7 |
| Col. | Colorado Springs School | 59 | 25 | 38 | 35 | 44 | 38 | 44 | 59 | 16 | 20 | 17 | 18 | 29 | 33 | 44 | 59 |
| Conn. | Hartford School | 95 | 107 | 109 | 99 | 116 | 118 | 124 | 126 | — | — | — | — | 10 | 12 | 8 | — |
| " | Mystic School | 19 | 25 | 30 | 24 | 28 | 34 | 33 | 35 | 19 | 25 | 30 | 24 | 28 | 34 | 33 | 33 |
| D. C. | Washington, Gallaudet College | 57 | 54 | 62 | 73 | 70 | 73 | 74 | 69 | — | — | — | — | — | — | — | — |
| " | " Kendall School | 42 | 47 | 43 | 39 | 38 | 37 | 34 | 40 | — | — | — | — | — | — | — | — |
| Fla. | St. Augustine School | 37 | 23 | 36 | 28 | 37 | 30 | 15 | 15 | 10 | — | — | — | — | — | — | — |
| Ga. | Cave Spring School | 20 | 34 | 31 | 26 | 36 | 44 | 34 | 34 | — | 10 | 25 | — | 32 | 44 | 34 | 34 |
| Ill. | Chicago Schools[2] | 46 | 62 | 61 | 93 | .... | .... | .... | .... | 1 | — | — | 29 | .... | .... | .... | .... |
| " | " Armour Ave. School | .... | .... | .... | .... | 9 | 8 | 7 | 7 | .... | .... | .... | .... | — | — | — | — |
| " | " Ashland Ave. School | .... | .... | .... | .... | .... | 8 | 10 | 8 | .... | .... | .... | .... | .... | 8 | 10 | 8 |
| " | " Ashland & North Ave. Sch. | ... | .... | .... | .. | .... | 6 | 8 | 8 | .... | .. | .... | .... | .... | 6 | 8 | 8 |
| " | " Ashland & Wrightw'd Sch. | ... | .... | .... | .... | 8 | 8 | 5 | 6 | .... | .... | .... | .... | — | — | — | — |
| " | " Evergreen Ave. School | ... | .... | .... | .... | 13 | 8 | 10 | 10 | .... | .... | .... | .... | — | — | — | — |
| " | " Humboldt Boulevard Sch. | .... | .... | .... | ... | ... | 10 | 11 | 11 | .... | .... | .... | .... | .... | 10 | 11 | 11 |
| " | " Ingleside Ave. School | .... | .... | ... | .... | 8 | 10 | 11 | 15 | .... | .... | .. | .... | 8 | 10 | 11 | 15 |
| " | " Monroe St. School | .... | .... | .... | .... | 18 | 19 | 20 | 21 | .... | .... | .... | .... | — | — | — | — |
| " | " Sedgewick St. School | .... | .... | .... | .... | 16 | 18 | 20 | 16 | .. | .... | .... | .... | 16 | 18 | 19 | 16 |
| " | " Seventieth St. School | .... | ... | .... | .... | 36 | 41 | 48 | 42 | .... | .... | .... | .... | 36 | 41 | 48 | 42 |

| | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ill. | Chicago, South May St. School | 112 | 95 | 98 | 103 | 110 | 61 | 20 | 46 | — | — | — | — | — | 4 | — | — |
| " | " Twenty-first St. School | .... | .... | .... | .... | .... | 6 | 14 | 16 | .... | .... | .... | .... | .... | 6 | 14 | 16 |
| " | " Yale Ave. School | 36 | 36 | 31 | 24 | 23 | 23 | 24 | 28 | 36 | 35 | 25 | 24 | 23 | 23 | 24 | 28 |
| " | Derinda School | .... | .... | .... | .... | .... | .... | 3 | 3 | .... | .... | .... | .... | .... | .... | 3 | 3 |
| " | Jacksonville School | 180 | 193 | 193 | 200 | 275 | 418 | 525 | 525 | 67 | 57 | 57 | 106 | 186 | 243 | 285 | 285 |
| " | Streator School | .... | .... | .... | .... | .... | .... | .... | 8 | .... | .... | .... | .... | .... | .... | .... | 8 |
| Ind. | Evansville School | — | — | — | 3 | 3 | 2 | 1 | 2 | — | — | — | — | — | — | — | — |
| " | Indianapolis School | 105 | 104 | 57 | 93 | 102 | 108 | 148 | 146 | 13 | 52 | 57 | 86 | 102 | 108 | 104 | 98 |
| Iowa. | Council Bluffs School | 46 | 64 | 66 | 66 | 94 | 55 | 70 | 66 | 24 | 24 | 33 | 33 | 38 | 55 | 70 | 66 |
| Kan. | Olathe School | 58 | 99 | 116 | 71 | 100 | 40 | 61 | 86 | — | 20 | 23 | 20 | 22 | 63 | 33 | 40 |
| Ky. | Danville School | 117 | 150 | 153 | 145 | 163 | 169 | 152 | 173 | 52 | 15 | 53 | 123 | 87 | 154 | 110 | 111 |
| La. | Baton Rouge School | 15 | 20 | 19 | 21 | — | 23 | 35 | 46 | — | 16 | 19 | — | — | 23 | 35 | — |
| " | Chinchuba School | 25 | 31 | 27 | 23 | 28 | 28 | 6 | 19 | — | — | — | — | 3 | 3 | — | — |
| Me. | Portland School | 40 | 55 | 64 | 59 | 63 | 66 | 70 | 84 | 40 | — | — | — | — | — | — | — |
| Md. | Baltimore, Hollins St. School | 26 | 27 | 25 | 25 | 26 | 26 | — | — | 26 | 27 | 25 | 25 | 26 | 26 | — | — |
| " | " McCulloh St. School | .... | .... | .... | .... | .... | .... | .... | 27 | .... | .... | .... | .... | .... | .... | .... | 27 |
| " | " W. Saratoga St. School | — | 7 | 17 | 23 | 17 | 20 | 28 | 15 | — | — | — | 11 | 9 | 10 | 15 | 15 |
| " | Frederick City School | 60 | 49 | 50 | 53 | 56 | 62 | 62 | 72 | 22 | 28 | 32 | 23 | 23 | 28 | 38 | 47 |
| Mass. | Beverly School | 15 | 17 | 16 | 14 | 2 | 19 | 14 | 14 | — | — | 1 | 1 | 2 | — | — | — |
| " | Boston, Jamaica Plain School | .... | .... | .... | .... | .... | .... | 13 | 29 | .... | .... | .... | .... | .... | .... | 13 | 29 |
| " | " Newbury Street School | 99 | 106 | 115 | 110 | 109 | 116 | 119 | 124 | 99 | 106 | 115 | 110 | 109 | 116 | 114 | 124 |
| " | Northampton School | 131 | 145 | 145 | 152 | 158 | 156 | 150 | 150 | 131 | 145 | 145 | 152 | 158 | 156 | 150 | 150 |
| " | W. Medford School | 9 | 4 | 9 | 8 | 10 | 10 | 9 | 10 | 9 | 4 | 9 | 8 | 10 | 10 | 9 | 10 |
| Mich. | Detroit School | .... | .... | 10 | 13 | 10 | 9 | 9 | 30 | .... | .... | 10 | 6 | 10 | 8 | 8 | 30 |
| " | Flint School | 94 | 111 | 126 | 157 | 170 | 196 | 220 | 242 | 26 | 37 | 59 | 86 | 103 | 111 | 132 | 140 |
| " | Grand Rapids School | .... | .... | .... | .... | .... | .... | .... | 15 | .... | .... | .... | .... | .... | .... | .... | 15 |
| " | Muskegon School | .... | .... | .... | .... | .... | .... | .... | 6 | .... | .... | .... | .... | .... | .... | .... | 5 |
| " | Menominee School | .... | .... | .... | .... | .... | .... | .... | 7 | .... | .... | .... | .... | .... | .... | .... | 7 |
| " | North Detroit School | 42 | 40 | 34 | 34 | 37 | 41 | 36 | 27 | 42 | 40 | 34 | 34 | 37 | — | 36 | 27 |
| Minn. | Faribault School | 99 | 115 | 107 | 92 | 90 | 90 | 85 | 68 | 37 | 10 | 18 | 19 | 52 | 56 | 63 | 68 |
| Miss. | Jackson School | 20 | 21 | 17 | 28 | — | — | — | 36 | 8 | 7 | 8 | 19 | — | — | — | 36 |
| Mo. | Fulton School | 68 | 61 | 66 | 24 | 85 | 66 | 76 | 65 | 10 | 5 | 15 | 24 | 52 | 66 | 76 | 65 |
| " | St. Louis, Cass Ave. School | 37 | 37 | 20 | 12 | 20 | 12 | 20 | 15 | — | 3 | — | — | 7 | 5 | 10 | 5 |
| " | " Ninth and Wash Sts. School | 23 | 29 | 27 | 33 | 33 | 31 | 32 | 30 | — | — | — | — | — | — | — | — |

[1] The words "or chiefly" were added to this description in 1896 and have since been used.

[2] The statistics of the Chicago Schools were given consolidated up to the year 1897.

TABLE I—CONTINUED.—SPEECH TEACHING IN AMERICAN SCHOOLS FOR THE DFAF, 1893-1900.

Statistics compiled from the American Annals of the Deaf.

| Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location. | Total Numbers of Pupils Taught Speech. | | | | | | | | Number of Pupils Taught Wholly or Chiefly by the Oral Method. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 | 1900 | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 | 1900 |
| Mo. South St. Louis School | 7 | 7 | 10 | 12 | 8 | 8 | 12 | 12 | 1 | 2 | — | 2 | 4 | 4 | 4 | 4 |
| Mont. Boulder School | .... | 1 | — | 3 | 6 | 7 | — | 16 | .... | — | — | — | — | 7 | — | 11 |
| Neb. Omaha School | 78 | 77 | 89 | 85 | 84 | 96 | 87 | 87 | 44 | 31 | 35 | 32 | 84 | — | 61 | 63 |
| N. J. Trenton School | 70 | 63 | 65 | 76 | 88 | 82 | 135 | 51 | 32 | 40 | 31 | 45 | 82 | 64 | 57 | 64 |
| N. M. Santa Fe School | — | 10 | — | 9 | — | — | — | — | — | — | — | — | — | — | — | — |
| N. Y. Albany School | 14 | 16 | 19 | 15 | 17 | 18 | 24 | 24 | 14 | 16 | 19 | 14 | 17 | 18 | 22 | 22 |
| " Buffalo School | 120 | 122 | 120 | 125 | 123 | 150 | 150 | 155 | 55 | 60 | 55 | — | 10 | 9 | 7 | 8 |
| " Fordham School | 297 | 302 | 330 | 348 | 344 | 346 | 371 | 365 | 280 | 300 | 330 | 168 | 334 | 330 | 371 | 365 |
| " Malone School | 51 | 54 | 65 | 62 | 81 | 56 | 69 | 80 | 23 | 20 | — | 8 | 11 | 6 | 13 | — |
| " N. Y. Lexington Ave. School | 194 | 197 | 185 | 187 | 188 | 193 | 201 | 203 | 194 | 197 | 185 | 187 | 188 | 193 | 201 | 203 |
| " " West 76th St. School | 334 | 372 | 370 | 386 | 390 | 403 | 415 | 417 | 15 | 37 | 49 | 70 | 101 | 105 | 183 | 221 |
| " " Washington H'ghts School | ... | 14 | 15 | 16 | 19 | 19 | 19 | 23 | ... | 14 | 15 | 16 | 19 | 19 | 19 | 23 |
| " Rochester School | 157 | 154 | 154 | 154 | 166 | 173 | 169 | 166 | — | — | — | — | — | — | — | — |
| " Rome School | 90 | 74 | 54 | 40 | 51 | 60 | 60 | 48 | — | 19 | 22 | 24 | 14 | — | — | — |
| N. C. Morganton School | ... | ... | 50 | 65 | 59 | 66 | 66 | 90 | .... | .... | 50 | 60 | 59 | 66 | 66 | 90 |
| " Raleigh School | 20 | 27 | 9 | 13 | 15 | 12 | 15 | 12 | 18 | 27 | 9 | — | 15 | 12 | 12 | 12 |
| N. D. Devil's Lake School | 13 | 10 | 22 | 35 | 31 | 31 | 33 | 39 | 2 | — | — | 4 | 3 | 6 | 7 | 7 |
| Ohio. Cin'nati, W. Sixth St. (Oral) Sch. | 20 | 25 | 30 | 31 | 27 | 32 | 31 | 24 | 20 | 25 | 30 | 31 | 27 | 32 | 31 | 24 |
| " " " (Manual) Sch. | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — | — |
| " " East Sixth St. School | 12 | 12 | 10 | 10 | 7 | 10 | 10 | 14 | 5 | 3 | 2 | 3 | 5 | 3 | 8 | 13 |
| " Cleveland School | — | 12 | 33 | 28 | 22 | 40 | 54 | 61 | — | — | 11 | 18 | 17 | 37 | 48 | 61 |
| " Columbus School | 117 | 98 | 92 | 192 | 148 | 192 | 202 | 239 | 23 | 29 | 22 | 105 | 114 | 162 | 189 | 226 |
| " Dayton School | .... | .... | .... | .... | .... | .... | 6 | 4 | .... | .... | .... | .... | .... | .... | 6 | 4 |
| " Elyria School | .... | .... | .... | .... | .... | 7 | 6 | 8 | .... | .... | .... | .... | .... | 7 | 6 | 8 |

| | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Okla. | Guthrie School | .... | .... | .... | .... | .... | — | 4 | 5 | .... | .... | ... | .... | .... | — | 4 | — |
| Ore. | Salem School | 17 | 17 | 15 | — | — | — | 25 | 33 | — | — | — | — | — | — | 19 | 17 |
| Pa. | Edgewood Park School | 64 | 46 | 73 | 41 | 43 | 69 | 87 | 95 | 14 | 27 | 30 | 41 | 43 | — | — | 95 |
| " | Phila., Belmont Ave. School | 29 | 37 | 43 | 43 | 48 | 50 | 60 | 60 | 29 | 37 | 43 | 43 | 48 | 50 | 60 | 60 |
| " | " " Mt. Airy School | 262 | 304 | 350 | 428 | 414 | 440 | 453 | 470 | 262 | 304 | 350 | 3[1]8 | 414 | 440 | 453 | 470 |
| " | Scranton School | 48 | 56 | 59 | 69 | 74 | 80 | 79 | 73 | 48 | 56 | 350 | 69 | 74 | 80 | 79 | 73 |
| R. I. | Providence School | 53 | 51 | 60 | 59 | 58 | 58 | 61 | 63 | 53 | 51 | 60 | 59 | 58 | 58 | 61 | 63 |
| S. C. | Cedar Spring School | 26 | 29 | 27 | 30 | 32 | 34 | 35 | 34 | 9 | 16 | 13 | 27 | 32 | 34 | 35 | 34 |
| S. D. | Sioux Falls School | 12 | 16 | 30 | 30 | 11 | 22 | — | — | — | — | — | — | — | — | — | — |
| Tenn. | Knoxville School | 137 | 130 | 125 | 100 | 56 | 73 | 78 | 95 | 15 | 14 | 20 | 47 | 44 | 29 | 30 | 35 |
| Tex. | Austin School (for colored) | 8 | 3 | 3 | 1 | 1 | — | 3 | 3 | 5 | 2 | 2 | 1 | 1 | — | — | — |
| " | Austin School (for whites) | 39 | 33 | 40 | 40 | 74 | 74 | 92 | 163 | 39 | 33 | 40 | 40 | 64 | 64 | 92 | 163 |
| Utah. | Ogden School | 35 | 39 | 12 | 29 | 40 | 43 | 44 | 40 | 10 | 6 | 3 | — | 13 | 24 | 13 | — |
| Va. | Staunton School | 27 | 26 | 32 | — | 16 | 18 | 28 | 28 | — | — | — | — | 13 | 13 | 16 | 12 |
| Wash. | Vancouver School | 21 | 18 | 40 | — | 35 | — | 38 | 36 | — | — | — | — | — | — | — | — |
| W. V. | Romney School | 14 | 14 | 23 | 23 | 18 | 19 | 19 | 22 | 14 | 14 | 13 | 13 | 18 | — | 19 | 22 |
| Wis. | Appleton School | .... | .... | .... | .... | .... | .... | 6 | 7 | .... | .... | .... | .... | .... | .... | 6 | 7 |
| " | Ashland School | .... | .... | .... | .... | .... | .... | 8 | 8 | .... | .... | .... | .... | .... | .... | 8 | 8 |
| " | Black River Falls School | .... | .... | .... | .... | .... | .... | 6 | 4 | .... | .... | .... | .... | .... | .... | 6 | 4 |
| " | Delavan School | 57 | 81 | 81 | 87 | 100 | 107 | 88 | 121 | 57 | 76 | 81 | 87 | 100 | 107 | 88 | 121 |
| " | Eau Claire School | .... | .... | 5 | 5 | 5 | 7 | 11 | 12 | .... | .... | 5 | 5 | 5 | 7 | 11 | 12 |
| " | Fond du Lac School | .... | .... | 5 | 6 | 6 | 6 | 6 | 5 | .... | .... | 5 | 6 | 6 | 6 | 6 | 5 |
| " | Green Bay School | .... | .... | .... | .... | .... | .... | 10 | 8 | .... | .... | .... | .... | .... | .... | 8 | 7 |
| " | La Crosse School | 6 | 8 | 7 | 8 | — | — | 10 | 9 | 6 | 8 | 7 | 8 | — | — | 10 | 9 |
| " | Manitowoc School | .... | 7 | 8 | 9 | 10 | 5 | 6 | 5 | .... | 7 | 8 | 9 | 10 | 5 | 6 | 5 |
| " | Marinette School | .... | ..... | 4 | 5 | 6 | 6 | 7 | 7 | .... | .... | 4 | 5 | 6 | 5 | 7 | 7 |
| " | Milwaukee School | 42 | 50 | 52 | 49 | 48 | 50 | 55 | 55 | 42 | 50 | 52 | 49 | 48 | 50 | 55 | 55 |
| " | Neillsville School | .... | .... | .... | .... | .... | .... | 7 | 9 | .... | .... | .... | .... | .... | .... | 7 | 9 |
| " | Oshkosh School | .... | .... | 10 | 9 | 12 | 10 | 9 | 8 | .... | .... | 10 | 9 | 12 | 10 | 9 | 8 |
| " | Stevens Point School | .... | .... | .... | .... | .... | .... | .... | 6 | .... | .... | .... | .... | .... | .... | .... | 6 |
| " | St. Francis School | 21 | 20 | 11 | 11 | 23 | 45 | 42 | 46 | — | — | — | 1 | 5 | 45 | 40 | — |
| " | Sheboygan School | .... | 4 | 7 | 7 | 6 | 6 | 4 | 6 | .... | 4 | 7 | 7 | 6 | 6 | 4 | 6 |
| " | Sparta School | .... | .... | .... | .... | .... | .... | .... | 11 | .... | .... | .... | .... | .... | .... | .... | 11 |
| " | Wausau School | 8 | 8 | 7 | 10 | 10 | 8 | 7 | 7 | 8 | 8 | 7 | 10 | 10 | 8 | 7 | 7 |
| " | West Superior School | .... | .... | ... | .... | .... | .... | 10 | 11 | .... | .... | .... | .... | .... | .... | 10 | 11 |

[1] In the statistics of the Fordham School the pupils of its Westchester and Brooklyn branches are included.

TABLE II—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1893-1900.
Statistics compiled from the American Annals of the Deaf.

| Schools for the Deaf in CANADA arranged alphabetically according to location. | Total Number of Pupils Taught Speech. | | | | | | | | Number of Pupils Taught Wholly or Chiefly by the Oral Method. | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 | 1900 | 1893 | 1894 | 1895 | 1896 | 1897 | 1898 | 1899 | 1900 |
| Man. Winnipeg School | 6 | 6 | 11 | 11 | 12 | 16 | 15 | 12 | — | — | 3 | 8 | 7 | 9 | 10 | 12 |
| N. B. Fredericton School | 2 | 3 | 22 | 22 | 25 | 20 | 25 | 26 | — | — | — | — | — | 20 | 25 | — |
| N. S. Halifax School | 30 | 31 | 31 | 52 | 79 | 60 | 51 | 64 | 6 | 6 | 6 | 13 | 15 | 60 | 49 | 42 |
| Ont. Belleville School | 48 | 45 | 49 | 47 | 54 | 57 | 60 | 60 | — | — | — | — | — | — | — | — |
| P. Q. Montreal : | | | | | | | | | | | | | | | | |
| " " Berri St. School | 93 | 109 | 107 | 96 | 101 | 100 | 112 | 116 | 93 | 99 | 102 | 93 | 98 | 93 | 105 | 108 |
| " " Mile End School | 60 | 39 | 31 | 41 | 43 | 60 | 71 | 102 | — | 39 | 31 | 41 | 43 | 60 | 66 | 60 |
| " " Notre Dame de Grace St. School | — | 24 | 33 | 24 | 37 | 30 | 37 | 45 | 8 | 11 | 12 | 17 | 14 | 17 | 30 | 20 |

# REVIEWS.

**Report of the California Institution for the Education of the Deaf and Blind,** for the two years ending June 30, 1900.

Mr. Geo. W. Reed, president of the Board of Directors, reports the number of pupils on the roll at the close of the biennial period as 219, including both deaf and blind. The per capita cost of maintenance for the period was $274.48 per annum, a slight reduction from the cost during the previous biennial period. The increase of pupils, the need for more teachers, and the rise in the cost of supplies lead the president to urge an increase in the appropriation for support. The need of a segregated hospital, iron bedsteads, and of improvement of the mechanical department, asked for by the principal, is heartily seconded.

The principal, Dr. Warring Wilkinson, reports the number of pupils under instruction during the two years as 265, of whom 71 were blind. Dr. Wilkinson urges strongly the necessity of a separate hospital building for the school, arguing that past immunity from the consequences of neglect in this matter can not be a guarantee of similar immunity in the future. Upon the question of school methods and the professional differences that divide teachers in their opinions and practices, Dr. Wilkinson has to say:

"The work of the classrooms for the past two years has been commendable. The main object of all our endeavor is to turn out intelligent, high-minded men and women, who can not only think, but express their thinking in upright life and good English. If we accomplish this we shall not believe that we have labored in vain. All methods, all devices, whatever their name or origin, should have this end in view. One believes that the best results can be obtained by spending his time in following the methods of Heinicke, and developing speech in the deaf. Very well; we have no quarrel with him. Another believes that the largest

intelligence and best results can be obtained by the judicious use of signs. We have no quarrel with him. Many believe that no one method serves for all the deaf, and so they combine speech, signs, manual alphabet and writing, in order that every capacity and aptitude may be reached. It is reasonable to suppose that the workers by each of these methods hope and believe that their way is the best way; and there should be nothing but a friendly and generous rivalry to show which is proven by experience to be the best way, so that in time we may all adopt it. It seems a pity that professional pride or jealousy or self-seeking should have place in a grand work like educating the deaf, but I have feared that sometimes the welfare of the pupil has had to give way to the fad of the teacher. This may seem like a harsh saying, but it is not intended to be so. It is a warning, not a war cry. The fascination and often domination of what they think to be a new idea are dangerous to some minds. There is a certain charm about apostleship, and any novel cult will find abundant disciples, whether it be religious, reformatory, political, or educational, and the bitternesses often engendered about methods of reaching a common and desirable end are among the saddest records of reform. The peace of the early Christian church was destroyed by the bickerings of Paul and Barnabus, and scarcely any great movement, political, evangelical, or pedagogic, has been carried forward unmarred by personal jealousies, or the no less ignoble hunger for precedence. The educators of the deaf have been human even as others, and the sharp quarrels of the gentle de l'Epée and his German co-worker, Samuel Heinicke, a hundred and fifty years ago, find more than a faint echo after this lapse of time, though I am happy to believe that the acrimony which characterized the crusade in favor of the German method some thirty years ago, in the belief that it was a new device, has given place to a gentler tolerance of speech on both sides, and a recognition of limitations and possibilities among the varied capacities of the deaf. Because a pupil has failed in an articulation school, and afterward made large progress in a sign school, may be an isolated fact which affords no just argument against the system of Heinicke. That a pupil has failed to learn an intelligible speech in a combined school, and has succeeded in developing a speech, satisfactory to his friends, in an oral school, is no proof that de l'Epée was wrong. Generalizations from imperfect and limited data are provincial and unworthy. The fact is, that a skillful teacher of the deaf with *any* method will achieve good results with some pupils who have average capacity; but the great and important question is how shall the largest benefit be

obtained by all deaf-mutes ? If we were confined to one method of instruction I should not hesitate to say that the French system, based upon signs and the manual alphabet, would reach a larger number of the deaf and produce a higher average culture than the German method, based upon the untenable dictum of Heinicke, that there "can be no intellectual development without speech"; but fortunately we are not subjected to such narrow limitations. The best American schools have adopted and use all methods, and thus reach all the deaf who have mental capacity for instruction."

Dr. Wilkinson does not believe in the making of separate provision for the education of pupils of a low order of intellect, and in the following advances probably the strongest argument that may be made in favor of educating such children along with and among children of normal intelligence:

"There has been some discussion of late as to how best to provide for that certain percentage of deaf-mutes who are of a low order of intellect. All institutions have such pupils, and it has been proposed to establish separate schools for them under the plea that their attendance in schools for normal deaf-mutes is detrimental to the latter. I have little sympathy with this plan of segregation. The object sought can be obtained by forming classes of backward pupils, who shall have instruction adapted to their intellectual deficiency, while at the same time the attrition of minds on the playground, and association with advanced and intelligent comrades, will brighten and elevate, to a degree, the most helplessly dull. And it is here that the beneficent work of a free use of signs is made evident. It is a mistake to suppose that books, and teachers, and class-room exercises are the only means of education. There are many men in the world who have never seen the inside of a school-house, who can neither read nor write, but who can talk and vote intelligently; can build houses; can till the soil, and fulfill the duties of good citizenship; can acquire property and rear respectable families, with only the education which comes of intelligent, industrious, and law-abiding environment. So a deaf-mute, who has the advantage of associating with educated deaf on the campus, at table, and in the free and rapid intercourse of companionship outside of the school-room, cannot fail to feel the stimulus of such intercourse, though he may not be able to express his simplest wants in written language, nor write his own name. It has been interesting to note the effect of this "campus education" in this Institution during the stirring events of the last two years. Little fellows of the

primary class, who had not got beyond the phonetics of the alphabet in articulation, or "a cow eats grass" in written language, knew all about the blowing-up of the Maine, the Spanish war, and the victory of Dewey, and when the world's attention was transferred to South Africa, they gave a teacher no peace until they knew which side he favored, Boer or Briton. To deprive the dull deaf-mute of all this enlivening discourse would be not only unwise, but also cruel, and for this reason I could never approve his segregation from his more fortunate fellows."

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**Report of the Illinois Institution for the Education of the Deaf and Dumb, 1900.**

The Report of the largest school for the deaf in the world is always an interesting document, and this the thirteenth biennial (fifty-ninth and sixtieth annual) Report is fully up to the standard in interest and value of its predecessors. The school had on its roll during the year ending June, 1900, 546 pupils, with 515 pupils in attendance at the end of the year. The trustees, Messrs. G. W. Harper, J. H. Collier, and Robert Aitchison, make a strong appeal for an increase in the appropriations for the support of the Institution, and show that notwithstanding a steady increase in pupilage in recent years, appropriations have as steadily decreased, establishing a rule of an inverse ratio. The amount asked for of the Legislature for regular expenses is $115,500 per annum, and for special purposes, $68,200. The trustees recommend that a tract of land adjacent to the institution grounds be purchased; that a hospital building, separate and apart from the school-rooms and dormitories, be erected; that additional school room be provided; and that the name of the Institution be changed to the "Illinois School for the Deaf."

The Report of the Superintendent, Dr. J. C. Gordon, covers much ground and gives in general and in detail a great deal of information, so much indeed that a review such as our space permits will not do justice to it in any part. Of the organization of the school Dr. Gordon has to say:

"The school proper includes manual alphabet and oral departments, with thirteen teachers in the former, and twenty-three, including three sub-primary, in the latter; domestic science department, with four classes; industrial department, with three classes in baking, three in printing, three in shoemaking, three in woodworking, three in painting, three in floriculture, and a small class in farming; the arts and industries include five classes in sloyd, three in photography, three in drawing and painting, and an instructor in penmanship; the department of physical culture, with seven classes of girls and nine classes of boys. In the household there are three classes in sewing, three in the laundry, and a number of classes in light household duties. The total number of teachers, including one head teacher, and nine teachers in the industrial department is fifty-four."

Upon the subject of school methods Dr. Gordon speaks largely in general terms, but what he says shows that the spirit of progressiveness, of seeking always the still better way, actuates the management and pervades the school. The methods of the school require the employment of the English language in the work of instruction to the exclusion of signs. Dr. Gordon's well known position upon the question of the sign-language is thus re-stated:

"In the school proper, the welfare of the pupils requires the rigid exclusion of the artificial sign-language as a means of communication. The experience of expert adepts in this language has demonstrated that such use of an artificial sign-language is unnecessary in the school room, a detriment to the literary progress of their pupils, and pernicious in its effects upon them.

"In my judgment it is neither practicable nor expedient to prohibit any decorous form of communication between pupils outside of the school room. With the question of signs for the deaf in adult life, this school, as such, has nothing to do. Adults are perfectly free to choose for themselves the language which they shall use habitually, but they must take upon themselves the full consequence of their choice."

In this connection Dr. Gordon presents a table of figures showing the changes that have taken place in American schools for the deaf in the last nine years as regards methods of instruction employed. This table is well worth re-printing, and it is here presented:

**Pupils Under Different Systems of Instruction in Schools for the Deaf in the United States. 1892–1900.**

| YEAR. | Total pupils. | Number of pupils under different systems of instruction. | | | Percentage of pupils under different systems of instruction. | | |
|---|---|---|---|---|---|---|---|
| | | Manual. | Entirely Oral. | Partly Oral. | Manual. | Entirely Oral. | Partly Oral. |
| 1892 | 9,232 | 4,987 | 983 | 3,282 | 54.0 | 10.4 | 35.6 |
| 1893 | 7,940 | 4,016 | 1,581 | 2,443 | 50.6 | 19.9 | 29.5 |
| 1894 | 8,304 | 3,819 | 2,136 | 2,349 | 46.0 | 25 7 | 28.3 |
| 1895 | 8,825 | 4,023 | 2,369 | 2,433 | 45 6 | 26 8 | 27.6 |
| 1896 | 9,253 | 4,168 | 2,719 | 2,365 | 45 1 | 29.3 | 25.6 |
| 1897 | 9,554 | 4,811 | 2,918 | 2,325 | 45.1 | 30.5 | 24.3 |
| 1898 | 9,749 | 4,251 | 3,628 | 1,870 | 43 6 | 37.2 | 19.2 |
| 1899 | 10.139 | 4,322 | 3,788 | 2,029 | 42.7 | 37.3 | 20. |
| 1900 | 10,291 | 3,992 | 4.451 | 1,848 | 39. | 43. | 18. |

Dr. Gordon gives also a table showing the rapid reduction in numbers of pupils of the Illinois School in its Manual Department,—from 492 in 1893 to 250 in 1900, and the equally rapid increase in numbers in its Oral Department,—from 0 in 1893 (the year of the organization of the department) to 296 in 1900.

The report of the librarian of the school gives interesting and significant figures. It shows 12,050 books as drawn or consulted in the library during the last year by teachers and pupils, and 4,798 pupils and visitors coming into the library.

Dr. Gordon makes the following strong plea for the establishment of a post-graduate course in the industries for pupils fitted to profit by it:

"To fit our boys for bread-winning to advantage requires more time in our shops than can be taken from the regular school period. Our boys are nominally in the shops one-third of every school day for six or eight years. Six years in school means only two years in the shops. The larger part of shop life is over before boys are sufficiently mature to take hold of a trade seriously. They work as boys and not as men. When they leave school they discover that they are not well equipped journeymen or masters of the trade they "learned" at school. The regulations of the trade unions practically shut out deaf-mutes from learning a trade. Young deaf graduates find themselves seriously handicapped if they are not expert workmen. Here is the only place they can master a trade, and they can not do that in two years. I therefore recommend that industrious and capable graduates, with a good school and shop record, be

permitted to spend an additional year in shop work. In renewing this recommendation made two years ago, I may say that in the meantime the idea has met with favor elsewhere, and that post-graduate courses have been put in operation. I also renew my recommendation that post graduate pupils be allowed to share in the profits of their handiwork when it has any commercial value."

Upon the question of the disposition of backward children, Dr. Gordon urges that separate provision be made for them. He says:

"The percentage of extremely backward children, whose mental development under the most favorable conditions is very slow, is much larger in schools for the deaf than among children in general. They do not really belong to any of the school classes to which they are assigned. The children referred to do not really associate with their schoolmates or take any active part in their life outside of the school room. Among some of the more advanced nations of northern Europe, special and appropriate provision, entirely apart from the regular schools for the deaf, is made, and teachers are employed who are skilled in training backward children. It is to be hoped that separate provision may be made for the care and training of extremely backward deaf children in connection with this institution."

Returns from the last census show 513 deaf children between the ages of five and fifteen years not now in any school, and it is estimated that there are at least 250 deaf in the state over fifteen, yet of school age, who are not enjoying educational privileges. Dr. Gordon is emphatic upon the point that these children should be provided for in some manner. Referring to the day-schools and the extent to which they are a help in solving the problem, he says:

"The attitude of the State toward day-schools for the deaf has been exceedingly liberal, and such schools, if properly organized and equipped under competent teachers, would go far toward relieving the present conditions. The principal, practical difficulties in the way of this solution are the widely scattered homes of the deaf, which render it impossible for many young deaf children to attend a day-school, the ever present difficulty of securing thoroughly competent teachers, and the difficulty of securing efficient supervision. Under favorable conditions very good day-schools may be maintained in spite of all these difficulties and others unnamed. In my judgment after extending

day-schools as fully as practicable, there will be still many hundreds of deaf children unprovided for."

The reports of the Institution physician, otologist, and oculist included in the Report, are valuable documents, and they possess the merit of being presented in form and language so that the ordinary reader can read them with interest and profit. It would be well if these special reports could be brought to the attention of every Institution physician in the country.

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**Report of the Michigan School for the Deaf** for the years 1899-1900.

The report of the Board of Trustees to the Governor makes request for an appropriation to purchase land; asks for a cold storage room in which to keep at least a month's supply of meat, butter, eggs, etc., and two or three months' supply of flour, meal, sugar, etc.; points out the need of a new dining-room, or of a very large addition to the present one; asks for an appropriation for an independent electric light plant; and recommends a change in the manner of making appropriations so that the per capita allowance shall be based upon actual attendance. Referring to the effect of the day-school law recently enacted in Michigan, this interesting statement is made:

"The law passed by the last Legislature making an appropriation of $150 per pupils, for deaf pupils in day-schools, has not affected the attendance at this school to any great extent. With a few exceptions, these schools seem to reach pupils whom we are not able get."

The superintendent, Mr. F. D. Clarke, reports a total enrollment for two years of 472 pupils with an average attendance of a fraction over 407. The attendance the last year was 431. Tables are given showing the growth in attendance from 94 pupils in 1865 to 431 in 1900. The number of deaf children admitted to the school since its founding is 1539. Another table shows 59 causes for the deafness of the pupils now in school, 127 cases being congenital, 44 unknown, 42 from scarlet fever, 26 from spinal fever, 18 from brain fever, 18 from meningitis, 13 from

catarrh, 11 from measles, and lesser numbers from minor diseases and from accidents.

Speaking of children "doubly afflicted" and the provision that should be made for them by the state, Mr. Clarke says:

"It often happens that a child is both blind and deaf, blind and feeble-minded, or deaf and feeble-minded and in some cases all three of these heavy burdens have fallen upon one unfortunate little one. No citizen of Michigan will argue that because the affliction is increased, the duty of the State is lessened, but rather that more strenuous efforts should be made. And yet, in the State's broad plan of child-saving, there is no provision made for these children. In the case of the feeble-minded-deaf, those children of intellect too weak to be trusted to care for themselves, as the pupils of this school do, it would largely increase the expenses of this school, to provide a corps of attendants to care for them, as feeble-minded children must be cared for, during the hours when they are not in school. Their presence, also, with bright, active, intelligent children, would be an injury to these latter, and would add to the necessity for ceaseless vigilance while they were out of school. On the other hand, if any attempt at improving their mental condition is to be made, the teachers at the Home for the Feeble-Minded must be supplemented by at least one who is trained in the methods used with deaf children. There should certainly be provision made for these children, either by building another cottage here, and employing the help needed, or by such additional provision at the Home for the Feeble-Minded, as the management of that school thinks necessary."

Mr. Clarke refers to the speech-teaching work of the school as follows:

"Every new pupil admitted to this school receives careful instruction in speech for at least a year. At the end of this time those who have not shown improvement are dropped from this branch. We do not, however, wait for the development of speech before beginning to develop the mind. Our pupils will compare favorably with those of any school in the ability to speak and read the lips."

In order to make available to the graduates of the Michigan school the privileges and advantages of Gallaudet College, Mr. Clarke makes an appeal for a special appropriation:

"It is earnestly requested that an appropriation of $500 a year be made for this purpose. The authorities of this school

would gladly see that the amount was expended for this purpose only, and that proper vouchers were filed. This matter, however, should be introduced in a special bill, and not in the general appropriation bill of this school."

The akoulalion, the new electrical instrument to aid defective hearing, is being given a trial in the Michigan school at the hands of Mr. Clarke and his teachers. The profession at large has knowledge of this trial and it is looking for reports of it with much interest, well knowing the trial will be fairly and thoroughly made by persons fully competent to make it. In the following Mr. Clarke gives the history of his own acquaintance with the instrument, an account of his experiments with it, and the conclusions he has arrived at respecting its possibilities:

"At the National Convention of the Deaf of America, held in St. Paul, Minnesota, in July, 1899, Mr. M. R. Hutchinson, of New York, exhibited a new invention intended to aid defective hearing. The results attained by the use of this invention were so wonderful that he was asked to bring it to Flint, and make some tests with deaf people with whom we were familiar, so that we could form a better judgment of his instrument. He came and devoted a whole day to testing his instrument on all the deaf people whom we could find when school was not in session, with results which were astonishing and which clearly proved the akoulalion to possess a power of conveying sound to deaf, or hard of hearing people, beyond that of any other aid to hearing ever invented. Another great advantage possessed by it is that the speaker can regulate the intensity of the sound sent from his instrument, and each of several listeners can again regulate the amount of that sound received by his own instrument and even by each ear. Another advantage is that the pupil can hear his own voice through his own instrument, when he wishes to do so, without interfering with any of the other instruments in the circuit.

"Other attachments enable an electrical massage to be given to the ear, or a phonograph to be used as a source of sound instead of the teacher's voice. From the long continued use of the first of these the inventor anticipates much actual improvement of the hearing.

"So impressed were we with the powers of this instrument that we at once gave an order for a set of six of them, intending to form classes in this 'auricular' training as soon as we could get the instrument.

"The passage of a new invention from the stage where it is a successful invention to that where it is a manufactured article is a work of time. We did not receive the instrument until long after school opened. When it did come, much time was consumed in experimenting, teaching the children how to use it, forming classes, etc. We at last selected about twenty-five per cent. of our pupils to receive regular lessons, and were having flattering results with them, when the instrument broke down. As a transmitter of speech, it was all right, but the mechanical construction of its electrical connections was too delicate to stand the handling of school children.

"Our local electrician repaired it, but in a couple of weeks it again broke down. The inventor then asked that we send it to him in New York, offering to put it in first class order, without charge. When we sent it to him, he thought best to entirely rebuild it and eliminate the weak points. So much time was consumed in this rebuilding that the session of our school closed before it was returned to us.

"We expect next year to continue our experiments in this line, and are so much impressed with what we have done that we feel sure that the time will soon come when every school for the deaf that makes any attempt whatever to teach speech, will be supplied with one of these instruments."

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**Report of the Wisconsin School for the Deaf**, for the biennial period ending September 30, 1900.

The Superintendent, Mr. J. W. Swiler, in his Report to the State Board of Control, gives the number of pupils in attendance during the last year as 217, with 190 on the roll at the time of writing. The per capita cost was $193.44 in 1899; $215.80 in 1900. Among the immediate needs of the school are a detached hospital for contagious diseases, an additional dynamo for light and power, and a new modern printing press to take the place of the old out-of-date Prouty press. Upon the subject of school work and methods Mr. Swiler writes interestingly and at considerable length. The following extracts give his principal thoughts on the subject:

"While public schools have been improving, courses of study and methods of teaching in schools for the deaf have improved

still more. Every phase of the work is carefully considered, freely criticised, and conscientiously applied by faithful and devoted teachers.

"The rapid growth of oral teaching, the study of natural science by experiment, wider readings in general literature, and manual training, each contributes to the increased efficiency of the better way. Smaller classes permit more personal work, our classes now average eleven members, and in so doing employ constant and more general use of speech. The speech of many is defective, and their utterances often indistinct; but, the aggregate of plain speech is enlarged at least, in proportion to increasing oral instruction. There were ten oral classes in the school, composed of one hundred and seven pupils, in 1898; and there are now eleven oral classes instructing one hundred and twenty-one pupils.

"Although a portion of the public may be misled by the alluring promises of the zealous adherents of the pure oral day-school movement in Wisconsin, it is evident to many that pupils of these pure oral schools do not show sufficient intelligible speech to justify the State in limiting its instruction of the deaf to that method alone.

"That there is advancement all along the educational line goes without saying, but improvement is not confined to speech, nor is it largely attributable thereto; it is rather distributed throughout the educational field, and is seen in broader foundations in primary grades, more practical instruction in intermediate classes, and more thorough study near the end of the course. While we have better talkers, there also appears a greater familiarity with literature and language, a more intelligent knowledge of science, a wider reading of the imformation giving subjects, and withal increasing powers of observation, a better use of hands and feet, and, consequently, a more remunerative use of self in individual support.

"In this school work and its worth is recognized and insisted upon as the only suitable preparation for the subsequent activities of life, and the combined forces of the school are so directed that boys and girls are fitted for the proper discharge of home duties, domestic relations, and business. Immediately after admission new pupils are placed in oral classes in which the elementary sounds of the English language are taught; as soon as they are able to proceed in spoken language, they are taught words and sentences expressive of ideas, which they already possess, and in this way are led on to colloquial exercises with the teacher. Speech and writing complement each other in the class, and as

ideas increase the effort is made to express them orally. Speech and lip-reading also go together; teacher and pupil soon understand each other, although strangers do not usually read the speech of deaf children with facility, as the ability to produce plain speech is not always evident, until after years of practice and experience.

"The lines which mark intelligible speech are not clearly defined, so that there is often room for difference of opinion relative to distinctness of utterance: what is plain to one is obscure to another, that which one apprehends with ease another may fail to understand; then again parents and those who expect but limited speech from the deaf are satisfied with less of distinctness than the school, or the more exacting public would demand; consequently there is often want of agreement among those most interested relative to what shall be considered successful efforts at speech. Parents often say that they see great improvement in voices when it is scarcely apparent to the teacher; but, when parents are satisfied the school feels repaid for whatever effort it has made.

"The speech of the deaf must of necessity continue to be imperfect, notwithstanding all that modern science and art may do so long as the vocal organs are defective. Deafness in early life interferes with the acquisition of natural tones, because hearing is a part of speech and an essential to its acquisition and retention, hence it follows that there will be some who are finally unable to acquire plain oral speech. Observation of many cases, most favorable to the cultivation of speech, justifies the above conclusion, and the consensus of public opinion, whenever it is familiar with the actual attainments of the deaf in vocal utterance, will arrive at the same conclusion.

"Endeavoring to teach speech, as long as and whenever practicable, to all classes of the deaf above the feeble-minded, this school instructs its pupils in the branches of a common school education, and feels amply repaid when the foundations for a good English education are well laid."

Mr. Swiler repeats a former recommendation that he made to the Board that there be engaged a competent oculist and aurist to assist the officers of the school in examining the organs of sight, speech, and hearing of new pupils when admitted, so that the actual condition of each case may be more clearly understood.

The Report to the Superintendent by Mr. E. J. Bendig, principal of the manual training department, though short, is sug-

gestive. The following paragraph shows the nature and extent of the work the department is doing:

"Since the establishment of this department in 1896, seventy-four boys have received instruction in the various branches. There are now six boys in the first year knife work, nine in the second year knife work, twelve in the second year carpentry and light construction; seven in drawing, bench work, turning and carving; eleven in advanced drawing. pattern work and molding, and six in forge work; a total of fifty-one boys receiving daily instruction in this department. During the past year there has been quite a number of new exercises added to our course in wood work and forging. In arranging these exercises I have aimed to select those that would interest the boys and hold their attention and at the same time be practical and inexpensive."

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**Twelfth Biennial Report of the Kansas Institution for the Deaf and Dumb** at Olathe, 1900.

The superintendent, Mr. H. C. Hammond, gives a brief but interesting history of the Kansas School. The school was started in 1861 by Mr. P. A. Emery, at Baldwin. The support received from the state was so meagre that Mr. Emery and his wife labored practically without salary for the three years during which they were connected with the school. This fact induces Mr. Hammond to urge upon the state that Mr. Emery, even at this late date, be recompensed to the extent of at least $3000. After Mr. Emery's retirement the school had no less than eleven Superintendents in the space of twenty-eight years. Mr. Hammond referring to this argues that "the successful operation of an institution of this kind surely depends quite largely upon a tenure of office of sufficient length to insure that well-measured plans may be carried out." And further, that "the most in the way of improvement has been done during those years in which the tenure of office was the longest."

Of the system of instruction employed in the school, Mr. Hammond says:

"The system of instruction pursued at this institution continues to be that which is known as the 'combined'—not entirely manual, not entirely oral. As far as possible, those who have the ability to be taught orally are so instructed. All those who had their speech firmly set before losing their hearing are encouraged to keep up their conversation by word of mouth. With

the deaf there is a tendency to drop their articulation, because a great many of them are sensitive, and they come to understand that their voice lacks the quality which is pleasing to the ear, and they do not wish to make themselves objects of annoyance to their more fortunate fellow beings; but they should be encouraged and stimulated to the use of their vocal organs continually and continuously.

"In the larger institutions in the land, instruction by articulation is continually on the increase, and it must be the aim of Kansas, of course, to give this matter sufficient attention to keep abreast with other states. At the same time she is scarcely in a condition to be making experiements.

"It is not necessary to enter into the discussion of the matter of different systems of instruction; suffice it to say that our aim should be to watch those things which have been proved good and hold fast to such.

"This school has for several years maintained a kindergarten department. This enables it to take children at an earlier age than otherwise, and gradually accustoms them to the steady mental effort needed in their instruction."

Mr. Hammond asks for an increased salary fund, a hospital, a school-house, and an enlarged and improved water supply.

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**Report of the Clarke School for the Deaf** at Northampton, Mass., for the year ending August 31, 1900.

The president of the Clarke corporation, Mr. Franklin Carter, discusses at some length the question of the relation of the pupils supported by the State in the school to the State itself, and whether the payment made by the State is an act of charity or one of justice to its deaf wards. He argues most convincingly that the education of the deaf is an act of justice, and that the costliness of instruction has no effect upon the nature of the act, hence no effect in changing the principle of the act from one of justice to one of charity. Having placed the obligation to educate deaf children thus upon the State, Mr. Carter on behalf of the Corporation "would now raise the question whether the Commonwealth should not take upon itself a larger share of the actual cost of the board and education of such children." He

then shows that whereas the State contributes $225 annually per pupil, the actual cost for support and education has been nearly $300, the Corporation being compelled to make up the difference from its own funds. The request is made that the State allowance shall be increased to $250 per pupil.

The principal of the school, Miss Caroline A. Yale, reports an attendance during the year of 148 pupils. Speaking specially of the crowded condition of the primary department she says: "The number in the Primary was slightly smaller than for several years previous. So great inconvenience had arisen from overcrowding in this department that it seemed wiser to reduce the number admitted although by so doing we must increase the number refused admission and so increase the length of the waiting list."

And further on with reference to the question of enlarging the school to meet increasing demands upon it, Miss Yale says:

"The question of what is to be done to meet the increasing number of applicants for admission to our school is one pressing for solution. It seems highly improbable that, with the establishment of schools similar to our own throughout the country, it will be necessary to plan for any considerable enlargement of our own plant. It is clear that, with our present endowment and buildings, nothing more can be done than is now being done. If by any means our fund could be so far increased as to allow the erection of a school building large enough to accommodate the two upper departments of our school, several of the rooms now used for school purposes could be used for sleeping rooms and the result would be a sufficient enlargement of the school's capacity for all probable growth, and at the same time much more satisfactory school-room accommodation for all would be secured."

As is well known Clarke School maintains a regular Normal Training Class from which is graduated yearly a number of young women to take up the work in other schools. Regard for other interests of the school has compelled a restriction in the number of admissions to this class, so that only a small proportion of those who would otherwise avail themselves of the opportunity to secure training in the school, are able to secure place in the class. Upon this point Miss Yale makes the following

brief statement: "The number of applicants to this class is entirely out of proportion to the possible number of admissions. Applications are often filed two or three years in advance."

Referring to the meeting of Department XVI of the National Educational Association at Charleston last summer, and its action in bringing the several sub-sections into a closer union, Miss Yale enters the following protest upon the action: "This section of the general Association has but recently been organized, and was to include sub-sections; one devoted to the work of teaching the blind, another to that of teaching the deaf, and a third to that of teaching the feeble-minded. Much to the regret of many interested in the work of this section, a reorganization was effected at the meeting this summer, uniting these subsections into 'one department with common officers and common program.' It would seem that all the good hoped for from the affiliation of our work with that of the teachers of normal children had been more than counterbalanced by this action."

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**Annual Report of the New York State Board of Charities** for the year 1900.

This report shows 1562 pupils in ten schools for the deaf in New York state, a decrease of 9 from the number in the schools the year preceding. For a number of years the Board has employed Mr. and Mrs. Edmund Lyon as inspectors to visit the various schools of the state and report upon them to the Board, but in the last year this work has been taken up by the office of the State Superintendent of Public Instruction, and the Board of Charities has discontinued its system of inspection. Referring to this change the Board has to say:

"For four years past, Mr. and Mrs. Edmund Lyon, of Rochester, acting as inspectors for this Board have visited, inspected and annually reported upon the schools for the deaf within the jurisdiction of the Board, with special reference to the educational work of the schools. Their reports are published in the Board's annual reports to the Legislature, as well as in separate form.

"Mr. and Mrs. Lyon were by experience, study and predilection, well equipped for this important work. Their chief interest in it was the welfare of the deaf pupils of the schools, and they refused to accept any pecuniary compensation. This volunteer service was thoroughly, impartially and conscientiously rendered.

"The State Superintendent of Public Instruction having also appointed an inspector to examine the educational work of the schools for the deaf, the State Board of Charities, at a meeting held May 29th last, adopted the following preamble and resolution:

"WHEREAS, The State Superintendent of Public Instruction has recently appointed an inspector who is charged with the duty of regularly inspecting the educational work of the schools for the deaf in this State, therefore,

"*Resolved,* That this Board discontinue for the present its examination of the educational work of these schools, and confine its work of visitation and inspection to the other departments thereof.

"In recognition of the services of Mr. and Mrs. Lyon thus terminated, the Board adopted the following minute:

"The State Board of Charities desires to place upon the records of the State of New York an expression of its appreciation of the valuable public service rendered by Mr. and Mrs. Edmund Lyon, of Rochester, as representatives of the Board in visiting and inspecting the schools for the deaf in this State.

"*Resolved,* That the State Board recognizes that Mr. and Mrs. Lyon, in gratuitously carrying on this important and necessary work for the past three years, have been guided solely by their devotion to the best interests of the deaf wards of the State. The Board believes that their intelligent and conscientious services have resulted in improved administration of these institutions. Their examination of the educational work of the schools has secured a higher standard, thus affording the pupils better opportunities of fitting themselves for successful participation in the greater school of life.

"*Resolved,* That the State Board of Charities thanks Mr. and Mrs. Edmund Lyon for their services in visiting and inspecting the schools for the deaf in this State, which will be held in grateful recognition; that these resolutions be spread upon the minutes of the Board, and that an engrossed copy, signed by the officers of the Board, be sent to them as a token of the Board's appreciation of their work in behalf of the deaf wards of the State."

**Methodical Exercises in Hearing,** Dr. Victor Urbantschitsh, Professor at the University of Vienna.

This pamphlet of 43 pages is a reprint of some of the chapters of the 4th edition of Dr. Urbantschitsch's popular "Manual for Aurists." As Dr. Urbantschitsch is an acknowledged authority on all matters pertaining to defects and diseases of the ear and their cure, his opinions on all such questions bear considerable weight. Our hearing must be considered as a faculty which varies with the care which we bestow on it. Defective hearing is, therefore, not always due to a defective acoustic sensibility, but also to lack of exercise of the organs of hearing. Exercises in hearing carried on in a methodical manner are, therefore, of the utmost importance. After these preliminary remarks, Dr. Urbantschitsch deals *first,* with *methodical exercises in hearing for persons whose hearing is defective,* and *secondly* with the same *exercises for deaf-mutes.*

The exercises spoken of under the *first* head have for their object on the one hand the enlivening of the hearing activity, and on the other, an improvement in the distinguishing of sounds. Among the general exercises, Dr. U. mentions the great importance of paying close attention to the various sounds in the house and the street. Close attention plays a most important part in realizing the sensations received through the senses. When there is a difference in the degree of defective hearing between the two ears, it is a mistake to use the better hearing ear in preference to the weak one. The weaker ear should, on the contrary, be employed as often as possible for hearing. Experience shows that excellent results can be reached thereby. In passing to the methodical exercises, Dr. U. observes the following rules: The spoken words should in the beginning be directed to the ear which is to be exercised, and afterwards should follow different directions, during which exercises lip-reading should positively be avoided. It should constantly be kept in mind that hearing without effort is not near as helpful to the faculty of hearing, as one which results from the closest attention. The tone of voice should be that of an ordinary conversation, the syllables, words

and sentences not to be spoken too loud but very distinctly. When a word has been misunderstood the teacher should repeat the word as misunderstood, and immediately thereafter, in its proper form, in order to impress the difference upon the hearer. The distance from which the words are spoken should be gradually increased. It is of great practical significance that a person with defective hearing has easy access to hearing exercises; and after some little guidance in the beginning, he is generally able to continue them without the aid of others.

*Methodical hearing exercises for deaf-mutes:* In deaf ***children of the age of 3 to 4*** years the sense of hearing should be awakened above every thing else by musical sounds, particularly those produced by the accordion. In addition thereto, acoustic speech exercises should be used several times a day, in the beginning in this manner that some object is shown to the child in a picture book whilst its name is spoken into the ear; then to call the name of the object and let the child find the corresponding picture in the book. With the fifth or sixth year orthophonetic and orthoacoustic instruction should commence. As regards ***older deaf-mute children*** who have been instructed in speaking and reading, the same principles apply in most cases as with persons of defective hearing. Special attention should be paid to a correct explanation and to a separation of the impressions received through the ear, so as not to create an intermingling of words and ideas into a perfect chaos. The exercises should be made as interesting and attractive as possible, and aim at supplying a stock of words. It is recommended that each scholar keep a little book in which the words which have been practiced are entered, and underscore the words which are heard perfectly, so as to distinguish them from others not so well heard.

From the fact that apparently absolutely deaf persons do not seem to hear a sound or word in the beginning, the conclusion should not be drawn that there is no sense of hearing whatever; which will become certain only by often repeated experiments. Dr. U. states that even in these cases he hardly ever uses an ear trumpet, but finds it far more effective to form a funnel by the two hollow hands, through which the words are

spoken into the ear. Independent exercises in hearing by the deaf-mutes themselves, by means of musical sounds cannot be too highly recommended. The character of the influence on the sense of hearing by methodical exercises in hearing consists on the one hand in the awakening and further development of the sensations of hearing, and on the other, in paving the way for an understanding of the impressions received through hearing, by the gradual separation of the different impressions created by sounds and the acquirement of the meaning of these sounds.

Dr. U. finally answers several important questions: 1. *Which cases are best suited for methodical exercises in hearing?* In his opinion no uniform rule can be laid down; each case will have to be determined by itself. Nevertheless such methodical exercises should in the beginning be applied tentatively in all cases, and the experience gained thereby will be guiding in the further instruction. Dr. U. states that in cases of deafness caused by cerebro-spinal meningitis, typhoid fever, scarlet fever, etc., he has reached surprising results by persistent and long continued methodical exercises in hearing; and that the same has been the case with persons who had been deaf from their birth or for twenty or thirty years; the results in these last mentioned cases being of course limited to a decided improvement in the faculty of hearing. 2. *How long should the methodical exercises in hearing be continued?* As long as the common external impressions of sounds are not able to carry the sense of hearing beyond a mere sensation, and until this sense is so strongly developed that the majority of common sounds is heard and understood. The results of methodical exercises in hearing will of course largely depend on the circumstances of each individual case, and their practical value will consist principally in improving the pronunciation of deaf-mutes, and affording greater facility in all those phases of intercourse with other persons where the sense of hearing plays a prominent part. The hearing of one's own voice has a most favorable influence on the modulation of speech and the distinctness of the pronunciation. Any improvement in the sense of hearing, if ever so small, is of incalculable value for common every day life, and it is certain that nothing will so effective-

ly work this improvement as methodical exercises in hearing. Dr. U. states that quite a number of almost absolutely deaf persons have obtained remunerative positions, simply because through methodical exercises in hearing they had acquired the faculty of hearing spoken sentences. Deaf-mutes in whom a decided improvement in hearing has been obtained, will naturally find it comparatively easy to obtain employment and occupy responsible and honorable positions. Dr. U. concludes his treatise, which well deserves further study, with these words, which should be well taken to heart by all teachers of deaf-mutes: "A vast and rich field of activity spreads out before us; and even though the cultivation of this field becomes possible only through the most self-sacrificing labors, the harvest will be a source of the purest joy and satisfaction."

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**Deaf-muteness from the civil and criminal point of view, as regards French law and comparative law,** by Gaston Bonnefoy, LL. D., of the Paris Court of Appeals. 408 pages. Paris, 1900.

It is, of course, utterly impossible within the limits of a brief review to do justice to a work of so exhaustive a character. Suffice it to say that the subject is treated in a masterly manner, and that the work on every page shows evidence of deep research. In fact, it may well be termed a classical work on this subject. It should be borne in mind, however, that the work is intended principally for French readers, and that the main portion of the same is devoted to a definition of the status of the deaf-mutes in their relation to the French laws and institutions which in many and important respects differ from ours. After a rapid glance at the causes of deaf-muteness, its various degrees, and the education and instruction of deaf-mutes, Dr. Bonnefoy discusses the following subjects: the deaf-mute in civil actions; the marriages of deaf-mutes from a legal standpoint; the legal status of deaf-mutes; deaf-mutes as guardians; deaf-mutes and bequests; the possibility of deaf-mutes making a valid will; contracts made

with deaf-mutes; deaf-mutes and the execution of marriage contracts; civil responsibility of deaf-mutes; deaf-mutes and the laws of prescription; can a deaf-mute be a witness? can a deaf-mute be an arbitrator in a compromise? deaf-muteness and criminal law; deaf-muteness and penal law; deaf-mutes and public functions, e. g., can a deaf-mute be a juror or an elector? After treating all these subjects at full length from the point of view of the French law, a brief review is given of the legal status of deaf-mutes in most of the countries of Europe, and some countries in America and Asia (Japan, Canada, Mexico, Chili). In conclusion the author proposes a number of important reforms in French legislation relating to deaf-mutes.

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"**Deaf-muteness**," **a Medical Study**, by Etienne Saint Hilaire, aurist physician at the Institution for Deaf-mutes of the Department of the Seine. 300, and LV pages. Paris, 1900.

The author states in his preface that his work will treat deaf-muteness solely from a medical point of view; and he only incidentally touches on questions of the education and instruction of deaf-mutes. As Dr. Bonnefoy's book is a manual for lawyers, so Dr. Saint Hilaire's is one for physicians, in their respective treatment of deaf-mutes. Having had charge, from its foundation, of the Otological Institute at Asnières near Paris, Dr. Saint Hilaire had ample and particularly favorable opportunities for research and observations in this special branch of medical science, and intended in the beginning of the year 1900 to publish the results of his observations in a magazine, when, at the instance of the Director of the Institute, who represented to him that there was not a single complete or thoroughly satisfactory work on the subject in the French language, he was induced to write the present book.

After some general observations defining deaf-mutes, classifying the deaf-mutes according to the degree of deafness, and showing their distribution in the different countries of the world, Dr. Saint Hilaire discusses the following subjects: under the

head of pathogeny of heredity—similar heredity and dissimilar heredity, consanguinity, causes of degeneracy, occasional causes of acquired deaf-muteness; under the head of pathological anatomy—the outer ear, the entrance to the ear, the inner ear, the auricular nerves, the brain; and under the head of symptomatology—the hearing apparatus, oral functions, general characteristics of deaf-mutes, diagnosis and prognosis, prophylaxis and treatment. The last fifty-five pages of the book contain an exceedingly valuable bibliography of the subject, giving the titles of 670 works in various languages, and ranging from the times of Herodotus and Hippocrates to our day.

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**Report of the Public School for the Deaf** at Gloshaugen near Trondhjem, Norway, 1899-1900.

This school is supplementary to the Trondhjem school, and being situated beyond the city limits affords an opportunity for the pupils to engage in various out-of-door work and exercises. The number of pupils was 45, viz.: 25 boys and 20 girls.

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**Report, for the period 1895-1900, of the Public School for the Deaf** at Hamar, Norway, 1898-1900.

As Trondhjem supplies the needs of the deaf in the Northern part of Norway, so does Hamar (and Holmestrand) in the southern part. The number of pupils was 51; and the results obtained by this school must be termed exceedingly satisfactory in every respect. The report is embellished by a fine photograph, a group picture, showing all the pupils, the director, and the faculty.

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**Report of the Public School for the Deaf** at Holmestrand, Norway, 1899-1900.

This is the school which was formerly located at Christiania, and from 1881 till 1899 was a private school, "Mrs. Rosing's Speech-School for the Deaf." The transfer to Holmestrand, with its pleasant surroundings, and to new buildings specially

prepared and thoroughly adapted to the purpose, has been beneficial, and the first year in its new location augurs well for the future. The number of pupils was 52.

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**Revue Generale de l'enseignement des Sourds-muets** [General Review of the Instruction of Deaf-mutes], Paris, November, 1900.

This number contains the first part of an interesting treatise on auricular instruction in schools for deaf-mutes, by Marichelle and Dufo de Germane, professors at the National Institution for Deaf-mutes at Paris. This paper was read at the Session of August 4th, 1900, of the 13th international Congress of Medicine (section of Otology). Three subjects are treated in this paper, viz.: the history of auricular instruction at the Paris Institution; the serious problem of measuring the hearing; the method to be followed in acoustic exercises; and finally the conclusion drawn from the consideration of these subjects. "The reform of orthography"—relating of course solely to the French language—by Camille Vathaire. "Deaf-mute Institutions at the Paris Exposition," by A. Bélanger. "The International Congress of Deaf-mutes (hearing Section)," by J. Marion. Reviews of journals and periodicals. This number also contains two fine portraits, accompanied by short biographies, of Mr. J. J. Valade-Gabel, Inspector of departmental institutions for deaf-mutes, and André Valade-Gabel, professor at the National Institution at Paris, 1850-1877.

The December number contains: "Assistance given to deaf-mutes during their youth," a paper read at the international congress of public and private benevolence, Paris, 1900," by Ad. Bélanger. The second article on "Auricular instruction in schools for deaf-mutes," by Marichelle and Dufo de Germane. "The deaf-mute Institutions at the Universal Exposition of 1900" —conclusion, by Ad. Bélanger, accompanied by a view of the Exhibit of the National Institution of France. "International Congress of Deaf-mutes (hearing Section)," by J. Marion. Reviews of periodicals.

The January, 1901, number contains, "Studies in the art of teaching deaf-mutes their mother-tongue," by B. Thollon. Continuation and conclusion of article on "Assistance given to deaf-mutes during their youth," by A. Bélanger. Third article on "Auricular instruction in schools for deaf-mutes," by Marichelle and Dufo de Germane. Continuation of the article on the "International Congress of Deaf-mutes (hearing Section)," by J. Marion. This number also contains two fine photogravures, the one showing a class, with their teacher, of the National Institution for Deaf-mutes at Paris, and the other, one of the workshops (the printing office) of the same institution.

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**Proceedings of the Conference of Principals and Superintendents**, Talladega, Alabama, June 30–July 3, 1900.

This is a full stenographic report of the proceedings of the Conference held at Talladega the past summer. There being few papers read, there was the larger opportunity for discussion of questions presented, and as the report shows, the opportunity was well used. The discussions make interesting reading, the more interesting as we believe because of the very accurate work done by the stenographer.

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**Account of the Proceedings** of the International Congress for the Study of Questions Relating to Assistance and Education of Deaf-Mutes (Section of Hearing Persons).. Paris. Printing Office of Deaf-Mute Mechanics. Villa d'Alesia (111 Rue d'Alesia.) 1900.

This is a volume of 317 large size octavo pages, and is a complete report of the proceedings of the Hearing Section of the recent Paris Congress. Following so quickly the appearance of the volume of proceedings of the Deaf Section—which it resembles at all points of its make up—it is another pleasing example of promptness shown by our European brethren in getting such work into published form. The several reports already published in the REVIEW of the proceedings of the Congress make further review of this volume unnecessary.

**Blatter fur Taubstummenbildung** [Journal of Deaf-mute Education], Berlin, Germany, January, February, 1901.

The January number contains: "The mental development of deaf-mutes as compared with those possessed of all their faculties," by Dr. Frenzel. Personal notices. Miscellaneous information. Reviews of books and periodicals. The February number contains: "On nasal pronunciation," a physiological study by P. Kopka. "Extracts from American Reports," by O. Danger. Personal notices, and miscellaneous information.

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**Kurtummade Sober** [Education of Deaf-mutes] Wandras, Finland, No. 1-6. October, 1899, January 1901.

This is a journal for deaf-mutes in the Finnish language, published by C. Horschelmann, Director of the Wandras School for Deaf-mutes. This journal contains a number of illustrations, amongst the rest one of the Wandras School, and of classes in the same during the hours of instruction.

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**L'Educazione dei Sordomuti** [The Education of Deaf-mutes], Siena, Italy, January, February, 1901.

The January number contains: "A greeting to the readers," by the Editor. "The Genoa Institution," by C. Lazzerotti. "Science and Practice," by P. Fornari. "The International Congress of Teachers of Deaf-mutes, held at Paris," by C. Perini. "After the Paris Congress," by G. Morbidi. "The teaching of language in the first, second, and third year of the course of instruction for deaf-mutes," by Beattie of Belfast. Miscellaneous communications and notices. Notes from abroad. The February number contains: "The Abbé Provolo and the oral method," by G. Morbidi. The Abbé Provolo, born at Verona on the 18th of February, 1801, died on the 4th of November, 1842, was the first person in Italy who applied the speech method in the instruction of deaf-mutes. The short biography of this

self-sacrificing and devoted teacher of deaf-mutes is accompanied by his portrait. "The qualifications which the Director of an institution for deaf-mutes should possess," by P. Fornari. "Prelude and intermezzo" (open letter to P. Cardo, Director of the Provincial Institution for deaf-mutes at Molfetta), by G. Ferreri. "The Cause of deaf-mutes in the Italian Parliament," from the Parliamentary Record. "Books, Journals, and Reviews," by G. Ferreri. Miscellaneous communications. Notes from abroad.

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**Nordish Tidskrift for Dofstumskolan** [Scandinavian Journal for the education of deaf-mutes], Goteborg, Sweden.

The January number contains: "The influence of speech on the health of deaf children," by Hedevig Rosing. "Report of an inspection of the Swedish schools for deaf-mutes during the period 1896-1898," by Johan Ostberg, Royal Inspector of schools for deaf-mutes. "The propositions of the Norwegian Ministry of Public Instruction and Ecclesiastical Affairs, relative to the appropriations for schools for deaf-mutes, blind, and institutions for the idiotic." Miscellaneous communications.

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**American Annals of the Deaf**, March, 1901, Washington.

This number of the Annals presents the following table of contents: "Written Language and Culture"; "The Deaf in Business," George L. Porter; "The Use of the Microphonograph in the Education of the Deaf—III," H. Marichelle; "Addition and Subtraction for Beginners," Samuel A. Freeman; "The Piano as an Aid to Speech," Sarah A. Jordan Munro; "The Social Status of the Deaf in the Past," J. A. Tillinghast; "Science Teaching in Schools for the Deaf," Herbert E. Day; "Some Incidents in Little Mary's first year at School"; "The Deaf Section of the Paris Congress of 1900," Amos G. Draper; "The Number of Signs in the Sign-Language," William A. Caldwell; "A Comment on Comparison of Methods at Mount Airy," James L.

Smith; "Consanguineous Marriages," William Wade; "The Oral Section of the Sixteenth Meeting of the Convention," J. C. Gordon; "The Meeting of the National Educational Association." Mary McCowen; "A Monument to Hill," the Executive Committee of the Association of German Teachers. School Items, Miscellaneous.

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**National Geographic Magazine**, March, 1901, Washington.

The table of contents of this number is as follows: "Abyssinia—the Country and People," Oscar T. Crosby; "The Old Yuma Trail," W. J. McGee; "The Sea Fogs of San Francisco," beautifully illustrated with views taken from a point above the fogs, on Mount Tamalpais; "Geographic Facts from Report of the Taft Philippine Commission"; "The Philippine exhibit at the Pan-American Exposition," D. O. Noble Hoffman; Geographic Notes—illustrated; Geographic Literature; Proceedings of the National Geographic Society.

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The following Reports and publications received are reserved for future review: Report of the Indiana Institution, Report of the Pennsylvania Institution, Report of the Maine School, Report of the Nova Scotia Institution, Report of the North Carolina School, Report of the Alabama Institute, Report of the Washington School, Report of the Oregon School, Report of the Ontario Institution, Report of the London Jews' Deaf and Dumb Home, Report of the South Australian Institution, Speech for the Deaf (a text-book), A contribution to the Mechanism of Articulate Speech (a pamphlet), A study of the Teacher's Influence (a pamphlet), Education of Defectives—a Monograph.

# EDITORIAL.

**Statistics of Speech-Teaching**

The tables of statistics of "Speech-Teaching in American Schools for the Deaf, 1893-1900," published elsewhere in this issue, are an interesting study as showing the growth by successive years of the oral work in its two distinct features in the various schools throughout the country. The figures record, in small compass, history, and along each line may be read just what the school to which it relates has done and is doing—and even what it is aiming to do—in the way of giving speech to deaf children and educating them by speech methods. It will be noted that some schools have greatly increased the number of their pupils receiving speech instruction in the eight years; others again have made little change, standing practically still in this respect throughout the period. Again, in some cases where schools have not increased their numbers of pupils taught speech, there have been great changes in the character of the teaching, as indicated by the increase in number of pupils taught by speech, i. e., "taught wholly or chiefly by the oral method." The strong trend of movement at this time seems to be toward department work and the differentiation of methods into the purely manual and the purely oral. Just how long or how far this movement will continue is a question for the future, and one for the schools individually and collectively to determine. Future statistics bearing on this point will be especially interesting, for they will evidence, even more than do the present figures, the conclusions arrived at through exhaustive trial of methods and after prolonged experience with them in their application to the varied conditions and requirements of the complete school course.

**The Buffalo and Detroit Meetings**

Evidences of activity upon the part of the committees in charge, give ample promise that there will be excellent programmes at both the coming Convention at Buffalo and the Meeting at Detroit. Reports as to the attendance are also of a very encouraging nature, so on the whole the success of these meetings, even at this time in advance, is virtually assured. Let all teachers and all interested in the education of the deaf make a special effort to attend these meetings and partake of the intellectual advantages and social pleasures that they will abundantly provide.

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**New Institution Buildings**

The contract has been let for a new building for the Western Pennsylvania Institution at Edgewood Park to replace the one burned last year. The building will cost nearly $300,000 and will be modern and convenient in every respect. It will be three stories high, and the main building will be 70 feet wide and 238 feet long, with wings extending back 126 feet. The Arkansas School has asked the legislature for $200,000 for a new building, also to replace one burned a year ago. At this writing we are not advised if the money has been granted.

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## A BIOGRAPHY OF PAUL BINNER.

The prospectus has been received of a volume soon to issue from the pen of Miss Hypatia Boyd, of Milwaukee, with the title "Paul Binner and his Noble Work among the Deaf." Paul Binner was Miss Boyd's teacher and she is therefore the better fitted to perform this labor of love—it can be little more or less than that—in his memory. Miss Boyd has proven herself an able and an entertaining writer, and the forthcoming volume will be looked for with interest and welcomed, especially by those who had the advantage of personal acquaintance with Mr. Binner. A letter from the author states that the work will be sold only on subscription; that it will be bound in cloth, with an appropriate de-

sign on the cover; there will also be illustrations. The price will be one dollar. Orders for the book may be sent direct to Miss Boyd, whose address is 1046 National Avenue, Milwaukee, Wisconsin.

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## A NEW MOVE IN WISCONSIN.

Two bills materially affecting the work of the education of the deaf in Wisconsin, were recently introduced in the Legislature of that state. The first bill "authorizes the State Superintendent of Public Instruction to appoint and define the duties and powers of an inspector of public day-schools for the deaf qualified in the oral method of their education." The second bill was, in its purpose, "to give authority to the Governor and State Board of Control in their discretion to transfer the State School for the Deaf at Delavan to the Board of Regents of Normal Schools." The effect of the passage of the second bill would be to abolish the present school for the deaf at Delavan and to distribute its 200 pupils among day-schools established and to be established throughout the state. There was much opposition to the measure on the part of the Institution people at Delavan, citizens of Delavan, and parents of deaf children now in the school, and there was very little support given to it in the Legislature itself. As a result of this opposition and lack of support, the bill has been withdrawn by its authors and will not be further considered. This action probably settles the question at issue for many years if not for all time. The first bill, providing for an Inspector of Day-Schools, is still before the Legislature, and as it is so obviously a meritorious measure, giving to the day-schools the one thing that they most seriously need, namely, experienced and intelligent supervision, it will probably be pushed to enactment.

On account of the importance of the two measures, and the interest they have aroused throughout the profession, we give below the statement and argument of their authors, Mr. Robert C. Spencer and Mr. August F. Mueller, respectively President and Secretary of the well known Wisconsin Phonological Insti-

tute at Milwaukee. The statement and argument are presented in the form of a letter addressed to the members of the Wisconsin Legislature:

## PROGRESS AND CHANGE IN THE EDUCATION OF THE DEAF IN WISCONSIN.

MILWAUKEE, WIS., January 1, 1901.

*To the Members of Wisconsin Legislature:*

GENTLEMEN: The Legislature being about to convene, it seems proper to bring to your attention and to public notice such information respecting the deaf and their education as concerns the State, and is necessary for your guidance and the good of the community.

The over-crowded condition of the State School for the Deaf at Delavan, numbering at that time some 220 pupils, and the fact that deaf children were growing up in ignorance, led Governor Jeremiah M. Rusk in his message to the Legislature in 1885 to call attention to the fact and recommend that further provision for the education of the deaf be made.

Accordingly a bill was passed authorizing public day schools for the deaf in incorporated cities and villages with State aid limited to $100 per capita for nine months' instruction, and in that proportion for shorter periods of time, by teachers of approved qualifications to be ascertained by the State Superintendent.

Under the provisions of this law, public schools for the deaf were opened at Milwaukee, La Crosse, Wausau and Manitowoc.

It was at first thought that one teacher could instruct ten or more pupils by the oral method. Experience, however, proved that this was incorrect, and that one teacher could instruct well, only five or six pupils, and that for several reasons it was difficult to induce teachers to take up the work. It therefore became necessary to increase the state aid to $150 per capita, since which excellent teachers have been induced to engage in the work and schools have multiplied and increased in attendance. There are now eighteen public day schools for the deaf with an enrollment of about 190 pupils and 28 teachers. They are located in Milwaukee, Racine, Sheboygan, Manitowoc, Marinette, Fond du Lac, Oshkosh, Appleton, Green Bay, Ashland, Superior, Eau Claire, La Crosse, Black River Falls, Sparta, Neilsville, Stevens Point and Wausau, and are needed in several other places. These schools are a part of the public school system and the state aid is paid to the incorporated cities and villages in which they are located, and are carried on by the school boards the same as public schools for hearing children, except as to method of teaching.

From the founding of the State School for the Deaf at Delavan in 1852, the state has treated deaf children as its special wards. In the early history of the State when it was sparsely populated, and when no better way of dealing with and educating the deaf was known, it seemed necessary to remove such children from their homes to an institution where the state provided both for their instruction and support during the time that they remained in the institution, embracing a period of ten years or more.

This manner of dealing with and educating the deaf prevailed exclusively in Wisconsin until 1878, when the Wisconsin Phonological Institute was organized to promote the pure oral or German method.

This is a philanthropic society, the sole purpose of which is to show

the State a better, more scientific, efficient, humane and less expensive way of educating, caring for and dealing with the deaf. For more than twenty-two years it has assiduously labored for these objects, in promoting which it has received from benevolent citizens about $20,000, which it has expended in maintaining a model day school by the oral method; in training teachers to supply the schools of Wisconsin and other states; in organizing oral public schools in Wisconsin and elsewhere and in diffusing information respecting these matters.

The results of its work have proven successful and beneficent beyond expectation until the Wisconsin System of public day schools for the deaf furnishes a model which is being adopted by other states, and is pronounced by Dr. Alexander Graham Bell, the inventor of the telephone, who is the highest authority, as the most important movement of the century for the benefit of the deaf.

It brings more deaf children under instruction, prepares them better to live among hearing and speaking people, enables them to stay at or near home while attending school, thus combining the advantages of the school, home, and the community; begins their education at an earlier age when the organs of speech are flexible and can be more easily trained, develops industrial, business, and social faculties of the deaf as of hearing children, by keeping them in the normal relations of life, and renders them more capable and useful citizens than is possible in an institution in which they are confined and isolated much of the time during the period of their education. In addition to these inestimable benefits arising from day schools, and the oral method for the deaf, is the saving of expense to the state as compared with the cost of educating the deaf in an institution. It is safe to say that during the fifteen years since the first day school was established under the law of 1885, the saving of expense to the state by these schools as compared with the cost at the State School for the Deaf at Delavan has been in round numbers about $200,000. Had not the day schools been established it would have been necessary to enlarge the State School or establish another similar one. Not only have the day schools rendered this outlay unnecessary, but they have educated the deaf better at less than half the expense. On the basis of appropriations and attendance, and allowing $130,000 as the present value of the plant of the State School at Delavan, the average per capita cost will be found to be about $300, whereas the per capita cost of the day schools is $150, the amount of the state aid which in most cases is sufficient to support these schools.

The per capita saving to the State by day schools for the deaf is therefore estimated to be not less than $150, which on the present enrollment of about 190, amounts to some $20,000 per annum. Could the pupils now attending the State School, reported about 210, be sent to day schools at or near their homes, as they might, it would save the State annually at least $25,000. This would go far towards sustaining a first-class Normal School, to which use the plant of the State School for the Deaf could be converted, and to which it is adapted in preparing teachers of manual training, agriculture, and industrial arts, with a department for the higher education of deaf graduates of the day schools whose support it would be unnecessary for the state to assume. Provision might also be made for abnormals requiring special knowledge and skill in their treatment and training, for which teachers should be prepared.

From every point of view these changes seem to commend themselves to favor, constituting a wise public policy as to educational inter-

ests and progress, the homes and families of the deaf, the community and as to financial economy, and in every other respect. Important as would be the benefits of this change to the State at large, the benefits to Delavan and that region would be greater and more direct than to any other part of the State.

For the purpose of perfecting, extending and developing the system of public day schools for the deaf, the Legislature should so amend the law as to authorize the State Superintendent to appoint and define the powers and duties of an Inspector of Schools for the Deaf, qualified in the oral method of their education, with a salary not to exceed fifteen hundred dollars and traveling expenses not more than six hundred dollars per annum, payable in the same manner as State officers.

Such an inspector would be useful in instructing teachers and families throughout the State as to the condition and needs of children whose hearing and sight are impaired, and who are otherwise abnormal, requiring special consideration and care at school, in the home and elsewhere.

The incalculable benefits and blessings certain to accrue from such a provision impose upon the Legislature an imperative obligation to promptly provide for this pressing need by giving authority to the State Superintendent to appoint such an inspector.

The Superintendent of the State School for the Deaf at Delavan receives a salary of $2,000 per annum, with house room and board for himself and family, estimated at $1,500, with the use of horses and carriages, making his compensation equal to at least $3,500, in addition to which his traveling expenses are paid by the State.

That the services of a qualified State Inspector of Schools for the Deaf would be of much greater benefit to the State and its educational interests than those of the Superintendent of the State School for the Deaf could possibly be, must be apparent to every intelligent person. It is, therefore a measure of wise public policy and an imperative duty devolving upon the Legislature to immediately provide for an Inspector of Schools for the Deaf to be appointed by the State Superintendent with a salary and traveling expenses not to exceed $2,100, which is at least $1,500 less than the amount paid the Superintendent of the State School for the Deaf at Delavan, from whose services, however faithful and efficient, the State receives much less benefit than it would derive from a State Inspector of Schools for the Deaf, as herein urged, and sustained by the general experience and judgment of competent educators as to supervision. That the Legislature will, in its wisdom, favorably and promptly act upon this measure, there can be no reasonable doubt.

The general trend of progress and change in the manner of dealing with and educating the deaf is indicated by the increasing number and attendance of public day schools in the cities and villages of Wisconsin and by the decreased attendance at the State School at Delavan. The steady growth and spread of sentiment in favor of day schools and increasing objections to the institution plan of educating the deaf show that changes are taking place which will result in the abandonment of the institution and the general adoption of day schools for the deaf by the oral method.

It therefore seems proper and timely to consider the subject with a view to providing for the approaching and inevitable change. The present seems to be an opportune time in Wisconsin for opening day schools for the deaf wherever needed, so that they may be educated at or near

their homes as their more fortunate brothers and sisters are, by sending teachers to them. That such a change would be generally favored by the parents, families and friends of the deaf there is no reason to doubt. There may be, and probably are, exceptions where parents are wanting in love and affection for their unfortunate children, and are so lacking in pride and self-respect as to be willing to shirk responsibility for the care and support of their children upon the State by sending them to an institution. There are a few deaf children, as there are some hearing children, whose homes are unfit, but they can easily be provided for without maintaining an expensive institution.

The movement in favor of the introduction of manual training, elementary agriculture and industrial arts into the general educational system of Wisconsin suggests the changing of the State School for the Deaf at Delavan into a State Normal School for preparing teachers for this work.

The plant at Delavan is adapted to these purposes. There are thirty acres of land, a variety of convenient buildings, shops, manual training plant, gymnasium, natatorium, steam heating and lighting plant. Additional land can be purchased at moderate prices, conveniently situated and suitable for agricultural experiment and practice. The site is healthful and beautiful, and the community and surroundings are unsurpassed in Walworth County, which is noted for intelligence, enterprise and wealth.

By sending the deaf children now in the State school to day schools at or near their homes, nearly enough money could be saved by the State to support the normal school, and with great benefit to educational, industrial, social and economic interests.

It seems reasonable to presume that in view of the fact that the people of Delavan and vicinity would be much benefited by such a change that they would favor and promote it. In order to bring it about without inconvenience or friction, co-operation between the Board of Control and the Board of Normal Regents could doubtless be secured by act of the Legislature authorizing the Board of Normal Regents, by and with the consent of the Governor and the Board of Control, to take, hold, occupy, use and control any part or the whole of the property, plant, appliances and apparatus of the State School for the Deaf, in preparing teachers of manual training, agriculture, industrial arts, and for other educational work, including the teaching of the deaf and the training of abnormal children. By some such means the change could be gradually and harmoniously effected with benefit to all, and without injury or detriment to any.

By authority of the Board of Directors of the Wisconsin Phonological Institue.

ROBERT C. SPENCER,
President.

AUGUST F. MUELLER,
Secretary.

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ERRATUM:—In the article by Hugo Hoffman, on "The Condition of the Education of Deaf-Mutes in Germany at the End of the Nineteenth Century," Vol. III, No. 1, pg. 1, ninth line from the bottom, for the word "militarism" read "utilitarianism."

## CALL FOR THE ANNUAL MEETING OF THE ASSOCIATION.

*To the Members of the American Association to Promote the Teaching of Speech to the Deaf:*

The annual meeting of the Association will be held at the Western New York Institution for Deaf-Mutes, Rochester, N. Y., on Tuesday, May 28, 1901, at 10:00 o'clock a. m. The date and place of meeting has been fixed by the Board of Directors; and the special business will be the election of three Directors, to serve for three years, in place of the retiring Directors whose term expires in 1901, viz.: Caroline A. Yale, Edmund Lyon, and Richard O. Johnson.

There will be no literary exercises, but a mere formal business meeting to comply with the Constitution. For further particulars address Dr. Z. F. Westervelt, Secretary, Rochester, N. Y.

ALEXANDER GRAHAM BELL,
*President* A. A. P. T. S. D.

Z. F. WESTERVELT,
*Secretary.*

---

## NEW MEMBERS.

The following persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf. The list includes those who have joined the Association since January 22, to and including March 22, 1901:

J. W. Murphy, School for the Deaf, Halifax, Nova Scotia.
G. Forchhammer, Dofstummeskola, Nyborg, Denmark.
Mrs. O. A. Betts, School for the Deaf, Morganton, N. C.
James A. Weaver, School for the Deaf, Halifax, Nova Scotia.
Katherine M. Binkley, 405 Second St., Elyria, Ohio.
Grace L. Robie, School for the Deaf, Black River Falls, Wis.
Estella Stevenson, School for the Deaf, Cleveland, Ohio.
Ellen E. Taylor, School for the Deaf, Cleveland, Ohio.
Clara Brown, School for the Deaf, Cleveland, Ohio.
Mrs. J. B. Nelson, Poughkeepsie, N. Y.
Margaret Jenkins, School for Deaf Children, Bala, Philadelphia.
Alice White, School for Deaf Children, Bala, Philadelphia, Pa.
Grace E. Taft, School for the Deaf, Jacksonville, Ill.
Janie M. Washington, School for the Deaf, Omaha, Nebraska.
Elizabeth Van Ingen, School for the Deaf, Rochester, N. Y.
Edward E. Allen, School for the Blind, Overbrook, Pa.

THE ASSOCIATION REVIEW is a publication of the American Association to Promote the Teaching of Speech to the Deaf. It is sent free to members. To *non-members* the subscription price is two dollars and fifty cents ($2.50) for the school year. Membership in the Association may be obtained upon application to the Secretary or the Treasurer, accompanied with the membership fee of two dollars ($2), or its equivalent in foreign currency. Money orders, foreign or domestic, should be drawn on Philadelphia, in favor of F. W. Booth.

Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers and also one of Superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments. For reasons too obvious to state, the General Secretary requests teachers whose names are on the list to notify him at once upon their securing positions. And the same request is made of Superintendents—to give immediate information when the vacancies on their teaching staff have been filled.

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# THE ASSOCIATION REVIEW

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

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(Incorporated Sept. 16, 1890.)

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The American Association to Promote the Teaching of Speech to the Deaf welcomes to its membership all persons who are interested in its work. Thus the privilege of membership is not restricted to teachers actively engaged in the instruction of deaf children, but is extended to include Directors or Trustees of schools for the deaf, parents or guardians of deaf children, the educated deaf themselves who wish to aid by the weight of their influence and by their co-operation the work that has done so much for them, and all other persons who may have had their hearts touched with a desire to show their interest and to help on the work.

Every person receiving a "sample copy" of THE ASSOCIATION REVIEW is invited join the Association. The membership (or dues) fee is $2.00 (8s. 4d.) per year, pt. ment of which to the Treasurer secures (after nomination to and election by the Boa. of Directors) all rights and privileges of membership together with the publications the Association, including THE ASSOCIATION REVIEW, for one year. To *non-membe.* the subscription price of THE ASSOCIATION REVIEW is $2.50 (10s. 4d.) per year.

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THE ASSOCIATION REVIEW.

VOL. III, NO. 3.

JUNE, 1901.

# TRAINING FOR PRACTICAL LIFE.

WESTON JENKINS, TALLADEGA, ALABAMA.

Do our schools for the deaf succeed in giving their pupils an adequate training for practical life?

On the whole, it would seem, we may fairly answer that they do. The deaf men and women trained in these schools succeed, with few exceptions, in earning an honest living. A large proportion of them marry, and in their family relations are probably as exemplary, on the average, as any other class in the community. More than most others, deaf parents are willing to make sacrifices for the purpose of giving their children the best possible education.

Very few crimes against person or property are chargeable to the *educated* deaf, and the standard of sobriety and of personal neatness is probably higher among deaf persons of the poorer class than among hearing persons in the same station.

Yet if we find a considerable number of graduates from these schools failing to reach the level which every person fairly equipped for life ought to attain, we must carefully examine our plans and our methods to see whether the fault may not rest, in part at least, with us.

I think that every one who has much acquaintance among the adult deaf will agree that the following statements are entirely true:

*First.*—A considerable number of the adult deaf do not possess such a knowledge of English as will fully answer the needs of intercourse with the hearing people among whom they live

and will enable them to find a high degree of pleasure and profit in reading.

*Second.*—A smaller, but still too large, number lacks either the manual skill or the intelligence, perseverance, and faithfulness necessary in all except the lowest occupations.

*Third.*—There is a very widespread ignorance of the conditions of life; ignorance of household economy among the women, ignorance of how to care for money, how to act toward others on the part of the men.

*Fourth.*—The plane of thought and feeling is lamentably low among a very large number of the deaf. They are concerned chiefly with the most trivial affairs, are ignorant of or indifferent to things of intellectual or moral value; are often envious of those among them who show superior ability, and are lacking in that "charity," which "rejoiceth not in iniquity, but rejoiceth in the truth."

In the case of those deaf persons whose school training was limited to a course of insufficient length, it would manifestly be unfair to lay blame on their teachers. Less than two decades ago a five-year term was all that was allowed by the laws of New Jersey and (I think) by those of Pennsylvania. Now that ampler terms of instruction are everywhere allowed, the schools may justly be held to a closer responsibility. It is not the purpose of this paper to criticise present methods of class-room work or to develop others. But in regard to the teaching of English (and the same is measurably true in regard to other branches) that work is most effective for life-long results which regards the study, not as an end in itself but as a means for the gaining of higher intellectual power and the acquisition of further knowledge. The pupil who has gained and who is content to rest in the ability to express in correct sentences the narrow round of facts that limits his daily experience is by no means so well prepared for life as the one who, although it may be in awkward phraseology and with many a blunder in syntax, is continually questioning, comparing, reaching out from the known to the unknown in the vast realm of meaning opened out through the English language.

The industrial teaching of our schools can hardly be blamed for the recurrence among the deaf, as among the hearing, of a certain proportion of pupils "whose fingers are all thumbs," who are incapable of mechanical exactness and who are evidently born to be "hewers of wood and drawers of water." Within ten years past, the idea of the "shop" has been supplanted pretty generally in our schools by that of the "industrial class," and, while thoroughly satisfactory courses are still, perhaps, to be laid out, the avoidable failures in the industrial line are not, I think, to be charged especially to the industrial departments of our schools.

The region in which the school for the deaf comes farthest short lies rather in the domain of character than of intellect, and this partial failure is due largely to a lack of clear perception of the tendencies of institution life and to the absence of the proper correctives to such tendencies.

Not to be misunderstood, I would say that I think our deaf pupils are as honest, as truthful, as brave, as well-mannered as other children. In spite of an occasional lapse, I have been accustomed through all my teaching life, to find my deaf pupils comparing advantageously in these respects, with the pupils of even select schools for hearing children. But institution life and the peculiar condition of deaf children fail to bring out, and the management of some of our best schools has not adequately developed, the two opposite yet inseparably united qualities of Obedience and Initiative.

What is meant by obedience in this connection is not mere acquiescence, the falling into a routine and moving in harmony with the concerted motion of the rest of the mass. This is by no means hard to secure and it is perhaps one chief obstacle in the way of securing that Obedience which, the poet says, mightier than Will or Knowledge, is the third great root which upholds Dominion and anchors the character firm amid the wildest storm.

Obedience which, feeling the value of Will, brings the will to work with all its power under the direction of higher wisdom for a worthy end, is the only obedience which strengthens and elevates.

Now the tendency of institution life is to secure and to rest in this automatic obedience, or rather orderliness—"the passive obedience" which the advocates of divine right of Kings enjoined —rather than to strive for that active, strenuous obedience which alone is an element of strength and nobility of character.

Under the humane and sympathetic management of our schools this general good order is attained, very seldom by harsh measures, but sometimes with a degree of concession to the indolence of the pupil and with an apologetic tone as to the exercise of authority which do not tend to toughen the fibre of his character.

As to the formation of an active, independent, self-reliant type of character, probably every one will agree that the life of an institution does not tend to foster it. Our pupils are brought but little into contact with normal children of their own age and circumstances. Food and clothing which form the subject of much and of anxious discussion in the homes of the children, come to them here without their care or thought, from the all-bountiful State. The price of supplies, the wages of labor do not affect them in their little, sheltered world.

Their attention is naturally centred on the small affairs of the household and they live in the most fruitful field for bickerings and envyings.

In such an atmosphere the morally weaker ones acquire habits of mental indolence which, more than the lack of special instruction in domestic and mechanical branches, account for their life-long inability for skilled workmanship, for slatternly housewifeship, for crude and confused notions as to money matters, for narrowness of intellectual life, and for ungenerous feeling. They do not learn, as railroad employees, for instance, learn, that absolute yet intelligent and willing obedience to rightful authority—obedience which is also co-operation—is a necessary condition of success. They do not learn that in their own affairs they must think, plan, act for themselves in order to succeed. They learn one half of the lesson of democracy, that the humblest person has a right to his own respect and to be respected by others; they fail to learn the nobler truth that one

honors himself by recognizing and honoring in others qualities of mind and character superior to his own.

So far as these faults can be overcome by the schools, it will be done when everywhere, as has been done here and there, the force of strong personality is brought to bear on the dull and perverse, awaking them to active and concerted effort for their own good. Much may be done to improve the work of the schools by introducing "practical" studies, but the one thing that makes all work truly practical is the spirit of willing, persistent endeavor working towards the development of creative power.

# TRAVEL AS AN AID TO THE GEOGRAPHY TEACHER.[1]

EDWIN STANLEY THOMPSON, MT. AIRY, PHILADELPHIA, PA.

I can easily remember the day that I began the study of Geography. Warren's "Geographical Question Book"—a thin 12 mo. volume of questions and answers—was put into my hands and I proceeded to memorize it like the catechism.

What is the Earth ?

The Earth is a large round body composed of land and water.

How much of the surface of the Earth is land ?

One-fourth of the surface of the Earth is land.

How much is water ?

Three-fourths.

I quote from memory, but I think that I am not far from the exact words.

I also remember how, in the presence of visitors, I was the only member of the class who could illustrate the relative proportions of land and water by a black-board sketch. This I did by drawing a circle and dividing it like a pie into quarters placing a W on three of them and an L on one. Simple as this incident may appear I now look back to it as a sure indication that I was thus early intended to be a teacher of Geography.

After having learned the Natural Divisions of Land and Water with their definitions, we soon came to

Bound Maine.

Then with the aid of a large quarto book of maps we learned to locate and describe hundreds of mountains, lakes, bays, islands, cities, etc., and to learn from the Question Book the products of states and countries that have now all escaped me except the "cheese, cork, and marble" of Greece.

---

[1]This article appears also in the June number of the "Bulletin of the American Bureau of Geography" published at Winona, Minnesota.

I have a kind of vague feeling that once or twice during my school course some object of interest was shown me in connection with my Geography lessons, but it must have been so very irregular that no stress was laid upon the article and no deep impression made. The relation between the life of man and the land upon which he lives was never pointed out, and it was not until I began to teach Frye's and Redway's books that I began to appreciate the real beauties of Geography. I began to realize that boundaries, minute coast indentations and alternations of rivers, now to the southeast and now to the southwest, upon which so much stress was laid in my education, are nothing in comparison with the great laws of slopes and rainfall and the direction of winds. It is not enough to know that there is a river or a city or a desert in a given place. Why is the city there and not the desert ?

But interesting and valuable as these laws are, they do not completely satisfy my ideal of what Geography teaching should do. To me the Earth is the home of man, and he should receive as much attention as the land and water. Whatever will give a clear idea of man's mode of life in the different parts of the world are the legitimate materials of Geography teaching. These materials may be collected at home or they may be the souvenirs of travel in the various countries. I employ both methods, but prefer the latter as it gives more life and interest to an object if I can tell my classes the very circumstances under which it was acquired. During the past five years I have travelled somewhat extensively in America and Europe and have gathered quite a collection of inexpensive articles that I am constantly using in my teaching.

There are four things that I have brought from every country visited, viz., the flag of the country; a set of the coins in common use; a newspaper, to illustrate the language; and a postage stamp that will bring a letter from that country to the United States.

The flags in a uniform set I might have purchased at any department store in this country, but I value far more the fourteen odd-shaped ones that I purchased each in its own country, some

of silk, some of printed cotton, and others of sewed bunting. Each one recalls the incidents that accompanied its purchase. That printed Norwegian flag from Molde was cut from a strip containing many of its kind, and hemmed, at my request, by a pleasant woman on a hand sewing-machine. That Italian tri-color was made especially for me by the wife of my gondolier at Venice. That Dutch tri-color, intended as a part of the decoration in honor of the young Queen's inauguration, was purchased in the people's market at Amsterdam. So each has its history.

The newspapers range from a tiny four page sheet "Dagskra" from Iceland through all the common sizes to a kind of Russian "Puck," whose colored pictures illustrate what are probably side-splitting jokes if we could only read them.

The stamps are compared with our own five-cent stamp that will carry a letter to most foreign countries.

The coins include the unit—as the franc, the krone, the ruble—and its subdivisions, except the English collection, which includes every coin from the sovereign down to the farthing. These are compared in size and value with the coins of our own country.

Besides the four regular souvenirs I also pick up some little things that are typical of each country, as a small model of the wayside crucifix from the Tyrol, an icon from Russia, a handful of reindeer moss from Norway. None of these things are costly, but they illustrate and make real the lessons.

The value of pictures in Geography teaching is too well known to need any argument. These, like other illustrative material, may be purchased or they may be the teacher's own work. The latter may not be so artistic but they show the places just as they were seen. Then too the teacher knows what he wants and chooses his point of view accordingly. I should not feel natural if I were to start on a journey without the strap of my camera case over my shoulder.

A small expenditure of time and money will convert one's travel-pictures into lantern slides and their value will be more than the hours and dollars that they cost. I know of no way

that a camera may be made to give pleasure to so many people as when used in connection with the magic lantern. In my own work with the deaf, the explanation cannot be given while the picture is on the screen, so I write upon glass brief descriptions which are shown on the screen just before each picture. After many experiments I have found that a lithographer's pencil is best for this writing. It may also be used for drawing maps and diagrams.

Besides furnishing the teacher with objects and pictures and anecdotes with which to brighten the brief accounts of the text-book, travel also enables him to detect errors in the so-called supplementary readers that are often compiled by those who have never seen the places described.

Many teachers say that they can not afford to travel. I claim that a teacher of geography can not afford not to travel. It increases his efficiency and for the pupils there can be no substitute for personal experiences quite equal to the experiences of a travelled teacher.

# AMERICAN REPORTS.[1]

O. DANGER, EMDEN, GERMANY.

"Old World—New World." With these words we closed our last review (1900) of American Reports. By the term "old" we frequently understand something that is antiquated and stagnating, and by "new" vigorous progress. In reading the Reports of the large number of American institutions we gain the conviction that, as regards the education of deaf-mutes, the "new" world is not in all cases to be found in the Western hemisphere. These reports may serve to keep us from self-conceit and pride and likewise from unjustified self-humiliation. There are old men who are really young, and young men who are old in every sense of the word; but there are also men who possess the courage and the strength not to consider the wellbeing, fame and honor which they enjoy in a rich measure, as the highest goods, but who are willing to make the sacrifice which Bishop Remigius demanded of King Chlodwig, before he baptized him.

The Biennial Report of the American School for the Deaf, Hartford, 1899.—At the time when the Hartford School styled itself an Asylum, it was—as is well known—the stronghold of the sign-language, and enjoyed great fame in the American "world of deaf-mutes." This explains the fact that even now a large number of the pupils of the Hartford School are instructed by the "silent method," the language of signs and of the fingers. The age for admission has been extended to the 25th year. It cannot, therefore, be expected that the men whose beards begin to sprout and girls ripening into womanhood will consent to sit in the same class with children eight years old, and to articulate with them, and then to reach any great results in speech in ten years with their organs of speech which have already grown inflexible.

[1]Translated from Blatter fur Taubstummenbildung, Berlin, February, 1901, by H. Jacobson, Washington, D. C.

Young men and women are to be educated for real life; and it is the aim of this school to prepare them for this life, though still in a world secluded from the great and rushing stream of the outer world. But great progress must be noted, for a large number of the 195 pupils of the Hartford School are now taught speech or are instructed by means of the speech-method. The institution is richly endowed. This may account for the fact, at least to some extent, that there are fewer changes in the staff of teachers than in other American institutions. The Report states that the faculty has issued such excellent text-books as to cause their adoption by a large number of schools not only in America but also in Europe, Africa, and Australia. I have not had an opportunity to examine any of these text-books; and as the opinion as to the value of books which go into the very smallest details of the subject treated, held in America, differs vastly from the views held in Germany, I do not intend to write to Washington for these books.

Report of the Superintendent of the Illinois State School for the Deaf to the Superintendent of Public Instruction, 1898 (reprint 1899), and 29th Biennial Report of the Illinois Institution at Jacksonville, 1899.—The institution at Jacksonville was formerly known as "the Illinois Institution for the Education of the Deaf and Dumb." At the suggestion of Mr. Gordon, its present superintendent, it is now called "the Illinois State School for the Deaf." The word "dumb" has therefore been dropped, and with good reason. It is true that the older pupils and newcomers whose organs of speech have, owing to their advanced age, become inflexible are still instructed by the "silent method" (233); but 298 pupils receive instruction in speech, and 219 are instructed by means of the pure speech-method. The Superintendent of the institution was, therefore, fully justified in proposing that the word "dumb" should be dropped.

We cannot refrain from expressing our admiration for a man who has the care of a community numbering more inhabitants than many a large village in Germany, and still found time to prepare in one year two such voluminous and interesting reports.

The first mentioned report has already been published in a

second edition, surely an honor which rarely falls to the lot of annual reports. Many portions of the Report fully deserve to be translated literally. But unfortunately lack of space forbids this. Mr. Gordon declares that he is a decided adherent of the intuitive method. Even with the pupils who do not use speech, no signs are to stand between the idea and its expression, as otherwise the English language will never become flesh and blood in the deaf-mutes.

In the course of instruction we notice some high sounding subjects unknown in our German institutions, such as teaching the Constitution, physiology, and natural philosophy. But we imagine that these subjects are not taken very seriously. On pages 50 and 51, Gordon states in plain words that the deaf are not predestinated for a higher education, and then says: "Of the 40,000 deaf in our country a few hundred have conquered the difficulties which confront the higher education of deaf-mutes. But, almost without exception, they were those who possessed the faculty of speech; they are either such as were at one time able to hear, or such as have learned to speak through instruction." These words should be taken to heart!

The school at Jacksonville does not refuse to admit backward deaf-mutes. But, as Gordon says, they do not belong in an institution whose principal aim is the development of the mind and the speech of the pupils. Among normally endowed children they become a source of demoralization. Gordon recommends that the mentally backward deaf-mutes who are still capable of being educated should be placed in a separate institution, in which only one-third of the time is devoted to mental and speech instruction, whilst two-thirds are devoted to manual arts and industries.

The statistics of mentally backward deaf-mutes on page 59 are exceedingly interesting. Although the number of blind in America is much larger than that of the deaf, there are twice as many deaf as blind idiots. As a general rule there are in America 1533 idiots to every million inhabitants; but there are 62,341 idiots to one million deaf-mutes, therefore about forty-one times as many. Dr. F. G. Wines is said to have ascertained

through investigations made by him in conjunction with a number of physicians, that among 33,878 deaf-mutes there were 2122 deaf-mute idiots, 268 deaf-mute insane, 246 deaf and blind, 217 deaf and blind idiots, and 30 deaf and blind insane. Unfortunately space forbids to give lengthy extracts from this interesting report.

The Superintendent of an institution numbering 589 pupils surely occupies a prominent place in society, and would occupy a still more prominent place, if the 500 deaf-mutes of Illinois which are outside of the institution were brought into it, and the institution were transformed into a town of deaf-mutes. But Gordon has no ambition in that direction. Although he strongly favors the day schools which in Illinois are, like his own institution, under the Department of Public Instruction, he doubts that by these schools alone the scattered deaf-mutes will be substantially benefited. In maintaining a gigantic boarding-school, even if it should no longer harbor hundreds of pupils under one roof, it might after all be a very difficult task to transform all the deaf of the State of Illinois into speaking deaf. The Latin proverb *"divide et impera"* (divide and govern) is all right and good; only, the division should be a most thoroughgoing one. If the 1000 deaf-mutes of the State of Illinois were distributed in twelve institutions situated in different parts of the State, the born leader of the entire deaf-mute education of the State would find a wider field for his energy and his progressive tendencies than as a Superintendent of a gigantic boarding school.

At present the faculty of the institution is composed of the following: one principal teacher (Miss Anna Morse), 18 teachers (16 ladies) in the oral department, 18 (10 ladies) in the manual alphabet department, and 4 (2 ladies) in the art department. The industrial school has 8 teachers.

Although Gordon cannot yet break entirely with the American tradition of employing deaf-mute teachers, and gladly acknowledges their usefulness within certain narrow limits, he nevertheless seriously deplores the circumstance that thirty per cent. of his teachers are deaf. Much as Gordon has the well-being of his subordinates at heart, he acts with unrelenting sever-

ity whenever the good of the institution is at stake. Thus eight female and two male teachers have been dismissed since the date of his last Report; and there will be still further dismissals. Gordon requires much from his co-laborers. "To instruct a class of deaf children requires talents of a high order reinforced by a course of special training and study. Teachers of the deaf have taken high rank at once as teachers of the hearing, some of them even as college professors and college presidents, but no public school teacher nor college professor nor college president is competent to teach a class of deaf-mute children without long preparation for the task." No truer word was ever spoken !

The annual Report of the Pennsylvania Institution, Mount Airy, Philadelphia, 1900.—The photographs of the buildings which accompany this report show a style of construction which seems to be quite general in America for large public buildings, and which deserves to be imitated. From the hall of each story a door leads to an iron balcony. The different balconies are connected by iron stairways; and a similar stairway leads from the lowest balcony to the ground. Thus, in case of fire, there is still an easy way of escape, even if the inner stairways have become impassable.

The 500 pupils of the institution have, as is the case in most of the older American institutions, been admitted at ages ranging from 6 to 21 years. Among the pupils there are quite a number who have become deaf after having acquired the spoken language, and also some who had previously attended the public schools. The course of instruction embraces the same subjects as in other American institutions of the same kind.

To the instruction in literature, physics, mathematics, etc., in the advanced department, it probably applies which we said regarding instruction in similar subjects in the Illinois institution for the deaf. In the faculty the female element preponderates. In the advanced oral department there are only 6 ladies and in the advanced manual classes 3; but in the intermediate department the 2 (or 3) teachers, under a lady superintendent, have a large number of lady assistants, and in the primary department all the three principal teachers are ladies; and among

the rest of the faculty there are only 2 male teachers in a total number of 14. In the industrial department there are 7 male and 7 female teachers. The household employs 34 persons.

The Reports of the superintendent of the industrial department, of the physicians, and especially that of the housekeeper, go very much into details. The reports of the specialists for diseases of the throat, the eyes, ears and the teeth contain nothing worthy of notice. Of the "what" and the "how" of instruction we find only faint traces in the 96 pages of this report, nothing to invite either favorable or unfavorable criticism.

Forty-second Annual Report of the Columbia Institution for the Deaf and Dumb, 1899.—This report, written in a plain and simple style, enables us to gain an exact idea of the institution for deaf-mutes which comparatively speaking possesses the richest endowments. As is well known to most of our readers, it is composed of the Kendall School (54 pupils, 1 principal teacher, and 6 teachers—male and female) and Gallaudet College (127 students, 1 director, 9 teachers, 2 teachers of gymnastics, and 1 teacher of drawing). Kendall School is an institution which, by the method most generally in vogue in America, intends to bring its pupils to a practical understanding and mastery of the English language, of the fundamentals of arithmetic, of geography and history. A high class forms the connecting link between the School and the College, and prepares pupils for the entrance examination of the college. It is pleasant to see that special stress is laid in the Report on the fact that all the College intends is to give to its students a general education resting on a scientific basis, and that it is neither a university nor a polytechnic institution. This statement will serve to dispel a popular error as regards the position held by this College, probably caused by the circumstance that it is permitted to confer academic degrees. The course of instruction shows very plainly that in no respect can this College be compared with a European university, and that it does not even come up to the standard of a German gymnasium. Thus, e. g., the course shows the following subjects: Latin: Cæsar de bello Gallico, some of Cicero's orations, portions of Virgil's Æneid; Greek: Xenophon's Anabasis, Homer's Iliad,

Demosthenes's Oration for the Crown; Mathematics and Natural Sciences taught in an elementary and practical manner, as a preparation for higher studies; History; philosophical and political Sciences. For most branches there are special text books. This fact in itself is sufficient to show that this College has not the character of a university, although it may confer academic degrees. If we take the college as it is represented in the Report, many objections to the same will vanish, and we may well express the wish that a similar higher institution of learning for talented and wealthy deaf-mutes might be established in Germany. Such an institution in Germany would however probably be organized in a very different manner from Gallaudet College, and amongst the rest the outward pomp and show of a university would be left out.

Closely connected with the Columbia Institution is a post-graduate normal course for teachers of deaf-mutes; which, however has but little in common with the normal course for teachers of deaf-mutes at the Royal Institution at Berlin, or with similar courses in other German institutions. We cannot find anything in the Report to indicate that those who enter this course have first attended a teachers' seminary or must have passed a teacher's examination. The course lasts only one year, and embraces very different subjects from those taught in our teachers' seminaries (normal schools). I mention among these subjects: the hand alphabet, sign language, acoustics, the elements of language (Bell's visible speech and phonetics), pedagogics, history of the education of deaf-mutes, etc. The students are made acquainted with the hearing exercises of the semi-deaf, they have to make experiments in teaching, in classes of the Kendall School, and are by instruction and by intercourse with deaf-mutes to be so far advanced that they are able to conduct chapel-exercises in the sign language. (After the above had been written, we see from the ASSOCIATION REVIEW, Vol. II, page 453, that the requirements demanded of candidates for places as teachers of deaf-mutes, are much greater now than formerly, in the McCowen School Training Class in Chicago; at present only those are allowed to go through the course in one year who previous

to that time have taught normally endowed children for four years. Graduates of higher schools or colleges must have taught two years. The course of instruction embraces: physiology, history of deaf-mute education, philosophy and practice of the kindergarten, psychology, pedagogics, the ordinary subjects—mathematics, geography, history, etc., the different degrees of deafness, articulation, errors in speech. At present this class is attended by 12 persons—5 in the one year's and 7 in the two years' course.)

When it says in the Report concerning the post-graduate normal course connected with the Columbia Institution, that the students after having finished the course, are fully prepared to teach speech and follow the articulation method in imparting instruction, this shows clearly that the requirements demanded of teachers in American institutions are very different from those demanded in Germany. For teachers prepared for their calling in the manner of the Columbia post-graduate normal class, text books will of course be indispensable.

We now pass to reports of institutions which more closely resemble our German Schools for deaf-mutes than any of the previously mentioned institutions. It is not so many years since the representatives of the older American institutions looked down upon the newcomers, but are now forced to confess that they are important factors in the educational system for deaf-mutes.

The institutions here referred to may be classed in two groups; and I shall give one report from each group.

There are first the "Day Schools." We find exhaustive reports on the same especially in the midwinter number of "The Little Deaf Child," Chicago, Illinois. Such day schools were first established in the State of Illinois, where—according to Gordon's Report—there are still 500 deaf-mutes who, owing to lack of room, cannot be received in the State Institution. At present there are quite a number of such schools not only in Illinois, but also in Wisconsin, Ohio and California. Whenever there are in any town or part of a city 6 to 8 deaf-mute children of about the same age, a class-room in one of the public schools is set apart for them, in which they are instructed by a teacher skilled

in the "German" method. I may mention that this is the only report in which the term "German method" is employed. Outside of the school the chlldren are in their parents' keeping. All the day schools of Illinois are subordinate to the Department of Public Instruction. In the larger cities of the State it is possible to place the children, as they grow older, in classes of more advanced scholars in other parts of the city. Gordon may be right, however, when he says that the scattered rural population will derive but little benefit from these day schools. But at any rate they serve the purpose of shaking the faith in the necessity of expensive monster boarding-schools, and of making propaganda for the speech method.

The advantages of our method will, however, be brought out more than in the day schools, in small institutions, especially if they have such financial means at their command as the Wright-Humason School in New York, in which each pupil can enjoy the advantages of absolutely individual instruction. The amount paid by each pupil for board and instruction is 1000 dollars per annum. The number of similar institutions is increasing every year. "The Home for Training in Speech of Deaf Children" differs from other institutions in this respect that it admits deaf-children at the age of two. The fourth Report of this institution (Philadelphia, 1898) is a very readable and attractive document. The Report shows but too clearly that it was written by a woman. The teachers of this institution including the Principal, are all ladies.

The annual reports of American institutions for deaf-mutes referred to above have been selected from among a large number of similar documents which I recently received from the Volta Bureau at Washington. They are characteristic specimens of American reports; and it is, therefore, not necessary for me to give extracts from any of the others.

The American Reports, as regards external appearance and the way in which they are gotten up, do not find their equals in Germany. Many of them might well be termed "editions de luxe." This may be one of the reasons why many a person who would throw aside our simple German reports will take up an

American report and actually read it through. They also surpass our reports in the quantity of interesting matter. There is, to begin with, the finger alphabet, there are the workshops which turn out admirable work, there are the exhaustive reports of the clerk and the steward, there is finally but little of such matter as mainly fills our reports, which may be interesting to specialists but possesses no interest for outsiders. Every thing which these American Reports give concerning the instruction of the deaf, has, so to speak, a fuller and better sound than with us. As regards the purpose in view, the Americans act wisely. These reports are, to a great extent, printed in large editions in the printing offices of the institutions themselves, and are distributed gratuitously. Thus they become a power for good. And this is not all. Quite a number of American institutions for deaf-mutes publish journals of their own, which are often exceedingly well edited, and are by no means intended exclusively for deaf-mutes. Interesting articles from these journals are often copied in the daily and weekly newspapers. But these reports do not only contain a great mass of highly interesting and valuable literary matter, they mostly contain, in addition, masterly executed photogravures of the palace-like institutions and villa colonies for deaf-mutes. On the first pages we frequently find the names, accompanied by portraits, of the officers of the institutions or of the highest officials of the State in which the institution is located. Nothing of the kind is found in our reports. It is, therefore, not surprising that among the American public the silent world is much more frequently mentioned than with us, where the schools for deaf-mutes carry on their work noiselessly and, we might almost say, in utter seclusion. The general public is afforded opportunities to visit the workshops of institutions for deaf-mutes, in which the older pupils produce work very different from that produced by our school children. If the schools are open to the public, the less valuable material is hidden away among the great mass of what is good; this is not possible in our institutions. I have likewise no doubt that at the examinations the normally talented scholars are able to answer the questions which are found in some of the reports under the head of exam-

ination-questions. They have been selected from the text books, which in America play a much more important part—even in the schools for children possessing all their faculties—than our school books.

In looking over the lists of teachers and officers, it seems to us that in many institutions the teachers are decidedly in the background, as compared with the persons engaged in household duties. Among the teachers the female element predominates; and a large number of the teachers are deaf-mutes, or at least deaf. Thus it is stated in Gordon's Report that in the Clarke School four and a half per cent. of the teachers are deaf-mutes, [one teacher only of the twenty-two in the school is deaf], in the Pennsylvania Institution five per cent., in the New York School twelve per cent., in the Hartford School, the W. New York, and the W. Pennsylvania thirteen per cent., and in the Illinois Institution thirty per cent., and that in the Southern States and in the States west of the Mississippi the percentage of deaf-mute teachers is still higher.

Gordon says in page 41 of his excellent report: "Systems, methods, elaborate schedules and imposing piles of stone or brick and mortar can not make a school. The living teacher is the vital and all essential element." In America many imposing school buildings have been erected not only of bricks and mortar, but also of marble and other handsome stones; but how about the "all essential element"?

We find that while America is said to be the El Dorado for deaf-mutes (which, however, is very doubtful), it is most decidedly no El Dorado for teachers of deaf-mutes. It is true that the Superintendents of most of the larger institutions occupy a more prominent social position than our Directors, and that their income frequently exceeds that of a Prussian Privy Counselor. But even their position has serious drawbacks. As long as they keep on good terms with their board, their power over their subordinates is almost unlimited. If, however, from conscientious reasons, a Superintendent should antagonize his Board of Directors, he may be discharged at short notice, just like one of the youngest assistant teachers, and what is the worst, without

a pension. If he dies before he has been able to accumulate some money, the institution is under no legal obligation to care for his family. If he was on good terms with the Board, some places will probably be found or made for those he left behind. It should be stated in this connection that financially the matron of an American institution is much better situated than a widow of one of our Directors who draws a pension duly provided for by law. But then it should be remembered that the matron's position depends entirely on the favor of the Board of Directors.

The principal or head master occupies a position which often is as remunerative as that of the steward. But, as regards its security and permanency the same applies which we said concerning the Superintendent's place and even to a higher degree.

And what about the male and female teachers who are entirely dependent on the Superintendent? The reports but rarely contain likenesses of male teachers of an advanced age, or of female teachers beyond the period of youthful beauty. So far, probably not one of them has a permanent position with all the rights implied in this term. It is true that Gordon declares that it is a duty of honor which the institutions owe to their teachers to make their future as secure as should be expected for persons termed the living pillars of the institutions. He is forced to this declaration by the circumstance that there are in his institution so many deaf-mute teachers, whom to discharge at short notice would be an act of absolute cruelty. Even if Gordon succeeds in carrying out his ideas in his own institution, a very long time will elapse before the positions of the American teachers of deaf-mutes are made secure to such a degree as to become life positions for thoroughly trained hearing teachers.

The Board of Directors, and to some degree the Superintendents of institutions, are absolute autocrats in the matter of appointments; and there is such a constant pressure for places that they do not find the slightest difficulty in filling them from among the large number of deaf male and female teachers who are anxious to procure employment. Female teachers are of exceedingly great value in institutions for deaf-mutes. This fact will also be more and more acknowledged with us in Germany.

But it is an unnatural proportion if, as is the case in nearly all American institutions, the female teachers are in the majority, or if—of which there are likewise instances—ladies occupy leading positions in these institutions.

In the October number of THE ASSOCIATION REVIEW, Mount Airy, Philadelphia, Harris Taylor (pp. 361-364) bewails the gradual decrease in the number of male teachers in the American institutions for deaf-mutes, and predicts the same fate for the male teacher as has befallen the ichthyosaurus and the cave bear. The percentage of male teachers is constantly decreasing throughout the entire United States. Thus in 1870 the percentage of male teachers in the public schools was 41 per cent., while now it is only 32.2 per cent. But the decrease of the number of male teachers is even more noticeable in the American institutions for deaf-mutes. In 1870 61 per cent. of the teachers were males, whilst in 1899 it is only 35 per cent. But as in the industrial instruction two-thirds of all the teachers are males, the predominance of females in the school instruction proper is even greater than is indicated by the above percentage. And what is the reason? Instruction in articulation, for which women are said to be better adapted than men, because they have no beard? It is said that the pupils can do better lip-reading from a beardless mouth. But then some of the teachers who have thick and bristling beards, should be compelled to shave clean. When the male teachers have shared the fate of the cave bear, the only chance left to deaf-mutes to read from male lips will be to read from each other's lips. Or must the reason be assigned that male teachers work for nothing else but to get money? And, pray, what do female teachers work for? Not every male teacher of deaf-mutes has a chance to occupy the more lucrative position of a privy counselor or a railroad director. There must, therefore, be other—and to us unknown—reasons for this striking decrease in the number of male teachers for deaf-mutes.

The admission of deaf teachers, even to positions of teachers of penmanship, drawing, and industrial work, is contrary to the principles of the German method, whose advantages are being more and more recognized even on the other side of the ocean.

But it will cost a hard struggle before the places of the underpaid female teachers are taken by vigorous men who in all respects can compete with the majority of our teachers. The money paid for higher salaries would have to go not for positions which are ornamental and conspicuous, but for the quiet and unobtrusive work of the patient and painstaking teacher!

What reasons can the majority of the American teachers of deaf-mutes advance for claiming an equality with the European teachers? Deaf male teachers should be glad to get any place at all. But the female teachers, even if they have gone through the one year's course at Washington, or in some good institution for deaf-mutes; can certainly not claim an equality with our female teachers whose course of training has been as rigorous and as full as that of the male teachers. In America they may obtain a place without documentary proof of previous training; and even the few who have obtained a certificate from Gallaudet College were in most cases only graduates from the public schools prior to their admission to Gallaudet College. [Mr. Danger evidently is not aware of the fact that the normal class of Gallaudet College is composed almost entirely of young men and women regularly graduated from colleges and universities for the hearing who come to Gallaudet to take the post-graduate normal course there open to them, and hence are not as he says "in most cases only graduates from the public schools prior to their admission to Gallaudet College."—ED.]

Reports alone do not suffice for forming a correct opinion concerning the value of an institution. But what these American reports show us is sufficient to enable us to protest emphatically against having America held up to us as a model we should follow. We are far from considering ourselves as only second best, even if—for very excellent reasons—we do not provide a "higher" education for our pupils. Nor can we agree with those who declare that America is the El Dorado of deaf-mutes. Considering the vast means at the disposal of educators, America might well become such an El Dorado, if the Americans would cease to seek the greatest glory of an institution in externals.

"The living teacher is the vital and the all essential element!" These words spoken by Gordon shall once more be quoted at the conclusion of our article. The live teacher, secure in his position, has no longer any need of leading strings. For teachers who cannot stand on their own feet, text books may be a necessity. But it is in accordance with the dictates of nature, that a thinking teacher and not a dead letter, should rule the class.

## THE SIGN LANGUAGE IN AMERICAN SCHOOLS.

EDITOR ASSOCIATION REVIEW:

In the tabular statement of speech teaching in American schools collected by the President of the American Association to Promote the Teaching of Speech to the Deaf, and published in the ASSOCIATION REVIEW for June, 1900, and revised in December, 1900, the statistics relating to the sign language are apt to mislead people not familiar with the conditions in American schools.

Under query 2, "Number of pupils taught by speech and speech-reading without being taught at all by the sign language or manual alphabet," are recorded 2,757 pupils, or 25.7 per cent. of the whole number. Under query 3, "Number taught by speech and speech-reading together with a manual alphabet, without being taught at all by the sign language," are recorded 1,643 pupils, or 15.3 per cent. of the whole number. Adding these together, 4,400 pupils, or 41 per cent. of the whole number, are not "taught at all by the sign language."

In the absence of any further explanation it is natural for those not familiar with the subject to suppose that the sign language is not used at all in the education of these 41 per cent. This is far from being the case.

A careful reading of the notes by a number of Superintendents at the end of the tables, together with a knowledge of the conditions existing at many of the schools, shows that in many cases the pupils reported as taught without the use of the sign language has reference to the work in the class room only, while in many of the schools the sign language is freely used for chapel exercises, lectures, etc., which are attended by all the pupils of the school.

Many of the strongest friends of the sign language favor the restriction and even the exclusion of the sign language from

the class room. They, however, equally strongly favor the use of the sign language for chapel services, lectures, public addresses, debating societies, and similar occasions. As conducted in most of the schools these exercises have considerable educational value in the upbuilding of character, broadening of mind, and making the school life of the children more happy and enjoyable. While the children may be taught in the class room without the use of the sign language, it would not be correct to say that their education, in its broadest sense, is carried on without the use of the sign language.

It is to be regretted that the notes by the Superintendents can not be shown in the graphic diagram or in the summarized tables, because these notes are fully as important if not more so than the statistics themselves as indicating the attitude of American instructors toward the sign language. Many readers are apt to form their conclusions regarding the sign language from the diagram and the accompanying tabular summary, and to overlook the important notes. That this is the case is shown by the fact that these or similar statistics have been quoted in foreign publications to show the rapid decline of the sign language in this country.

Presumably similar statistics to those of last year will be gathered and published the coming summer. In order not to be misleading, the queries referring to the sign language should be amended by adding the words "in the class room." Column 2 should be amended so as to read, "No manual spelling, no sign language, *in the class room*"; and column 3, so as to read, "No sign language *in the class room.*" Otherwise Superintendents should be instructed not to include under these heads pupils who attend chapel services, lectures, or other exercises where they receive instruction through the sign language.

To show the *official* status of the sign language in our schools it would be well to add a query showing the total number of pupils who receive instruction through the sign language in chapel services, lectures, or in any other manner, either inside or outside the class room. This to include only those cases where the sign language is used and recognized by the authorities of the school.

To show the *actual* status of the sign language in our schools it would be necessary to show the total number of pupils who use it, with or without the consent of the authorities. But it might be difficult in some cases to obtain accurate information on this point.

In the Annals the various schools are classified according to the methods of instruction used, as Combined, Oral, Manual, Manual Alphabet, and Oral-Manual Alphabet. The Combined System schools employ all methods that have been found advantageous in educating the deaf, many of the pupils being taught entirely by speech in the class room. But it is generally understood that all or nearly all the schools classed in the Annals as Combined recognize and use the sign language for chapel services, public addresses, lectures, etc., although in many of them it is not allowed in the class room. The Manual schools are similar to the Combined, except that for lack of means, or other untoward circumstances, they are unable to give instruction in speech. These schools are few and small. Manual Alphabet schools use the manual alphabet but reject the sign language in and out of the class room. Those recorded as Oral schools are supposed to exclude both the sign language and the manual alphabet, although in point of fact this is not strictly the case in some of them.

Those classed as Oral-Manual Alphabet are understood to use the Oral and the Manual Alphabet methods in separate departments, and to exclude the sign language. But in the Illinois Institution the sign language is still used for chapel services, etc., the same as in other Combined schools.

From the statistics in the Annals for January, 1901, it will be found that out of 12,307 pupils reported in American schools, the number in Combined and Manual schools (which recognize and use the sign language) is 10,097, or 82 per cent. of the whole number. The number in Manual Alphabet schools and departments (which use the manual-alphabet, but not the sign language) is 237, or 2 per cent. The number in Oral schools and departments (which recognize neither the sign language nor the manual alphabet) is 1,973, or 16 per cent.

Or to put the above in tabular form:

| | | | |
|---|---|---|---|
| **Sign language used,** | **10,097** | **pupils, or** | **82%** |
| **Manual alphabet, but no sign language,** | **237** | **" or** | **02%** |
| **No sign language, no manual alphabet,** | **1,973** | **" or** | **16%** |
| | **12,307** | | **100%** |

At the last meeting of the National Association of the Deaf, a Committee on Literature was appointed part of whose duties is to correct misleading articles that appear in print from time to time. As chairman of this committee I respectfully request that the above be published in the ASSOCIATION REVIEW, and that the attention of the President of the American Association to Promote the Teaching of Speech to the Deaf be called to the same in order that such modifications or explanations may be made in future tabular statements, as will tend to give correct information even to those not familiar with the conditions in American schools.

Yours very respectfully,

OLOF HANSON,

Chairman Committee on Literature of the National Association of the Deaf.

FARIBAULT, MINN., March 18, 1901.

# THE DEAF AND THEIR SOCIAL RELATIONS WITH THE HEARING—ONE MORE VIEW.

HYPATIA BOYD, MILWAUKEE, WIS.

"All is, if I have grace to use it so,
As ever in my great Taskmaster's eye."

—Milton.

The papers on "The Deaf and their Social Relations with the Hearing," which appeared in the last two issues of the ASSOCIATION REVIEW, have been read with interest, and I feel a desire to submit my own views on the subject, and incidentally to suggest a few ways by which deaf persons can mingle with ease in society, and otherwise get along successfully in the hearing world.

By deaf persons, I mean that class which cannot endure a narrow domestic and social circle such as, in the majority of cases, characterizes the life of the deaf whose general bearing strongly reminds one that "where ignorance is bliss, it is folly to be wise." And therein are they blessed, for their happy, self-satisfied dispositions serve as an armor against the rebuffs and social woes which high-spirited deaf persons are quick to perceive and suffer from. And many of the latter class are lip-readers, who, unlike the Belleville writer, never find it too "great a strain upon their whole system" to read lips, never carry a pad and pencil as a means of facilitating communication, and never wish, or feel the need of having hearing folks make motions to assist them. Neither do they live in towns so small as Belleville, which is also the seat of a school for the deaf, and where the deaf, no doubt, are benefited by the acquaintance the people must have with the peculiar needs of the deaf. So that *broadly* considered,—the Belleville writer to the contrary, notwithstanding,—the social question is in reality a most complicated and puzzling problem for some lip-readers residing in the larger cities, and the fact that the sufferers now and then lift up their voice in feeble protest

against the treatment accorded them by hearing society, most emphatically does not imply that the fault lies entirely with the lip-readers themselves, or that they "carry chips on their shoulders," or go around with long faces enshrouded in repelling gloom, nor do they lack "the personality that demands consideration, attention, and respect." Had the writer of the quoted words, the same unbiased, impartial knowledge of the facts as I have been granted by bitter experience, I am positive that she would have shown some womanly charity, some compassion for her less fortunate fellow-sufferers, nor would she have ascribed their failure *wholly* to their own short-comings. The truth is the success of the deaf does not always lie entirely with themselves, and I am not surprised if the deaf resent the prejudice they are subject to in certain quarters. After the manner of Shylock, they say, "Of course, I am deaf, but need that make any difference? Hath not the deaf eyes? hath they not the power of speech and lip-reading? hath they not hands, organs, dimensions, senses, affections, passions? fed with the same food, hurt with the same weapons, subject to the same diseases, healed by the same means, warmed and cooled by the same winter and summer, as a hearing person is? If you prick us, do we not bleed? if you tickle us do we not laugh? if you poison us, do we not die? and if you wrong us, shall we not resent it?" I can never forget the pathetic picture of the poor, overworked, half-starved deaf laundry-girl, who in begging me to help her, held out her hands in mute eloquence, "I fall upon the thorns of life, I bleed! O! help me if you can!" My heart went out to her that day, and I did what I could to better her circumstances. But the fact that a married deaf woman, and a teacher, has shown no sympathy with certain of her fellow-sufferers, is an anomaly as far as my experience goes. To repeat her own words, those who are guilty "of such conduct are scarcely worth wasting a thought upon; moreover, they receive their just deserts sooner or later."

But to go back to the social problem and its solution, I have known of cases where the difficulty has been removed by marriages which have served the end desired, but, from what has come to my knowledge, much doubt prevails among lip-readers

as to the wisdom of marriages where one partner is deaf and the other hears, unless the hearing person's "predominant characteristics are passiveness, and a manner more or less assuming." I have never yet had the time to give the marriage question the attention it merits, but I recall the words of a distinguished deaf person, "that where unequal conditions exist in a marriage, there is often an absence of that intense and *complete* affection, and *sense of companionship* which are always found in unions where the husband and wife are both deaf, and similarly situated."

As to lip-readers who enjoy single-blessedness, it is a particularly easy thing for a number of them to move in *general* society, in the society of doctors, lawyers, professors, editors, authors, ministers, artists—men and women of high social standing and prominence and so on. These lip-readers are *used to* hearing society, and that strikes the keynote of their social success. With them, their deafness is a sealed subject, and their lives are so closely linked with that of the hearing world, that it is no wonder, if, as often happens, their deaf friends lose track of them.

On the other hand, there are some deaf people whose ability to read the lips is unquestionable, and yet when they attend a large social function in the hearing world, their painful want of ease is brought out in bold relief. As to the cause of such an absence of ease, I attribute it to bashfulness, self-consciousness, a lack of tact, or of self-possession. The remedy for such cases is not far to seek. Self-conscious lip-readers will feel more at their ease in society, if they try to be to all intents like hearing people. This can be accomplished by forgetting one's deafness as far as possible; by escaping from thoughts of *self*; by looking without, rather than within; by being anxious to please, instead of pleasing ourselves, and above all, by *listening* to others with sympathy and appreciation. It is the ability to listen which charms society everywhere, and wins for one many a lasting friendship. Indeed, what beauty, wealth, and intellect cannot accomplish, is performed by the attraction which belongs to persons who have mastered the art of listening to others.

Then, too, a sunny, lively, and sympathetic disposition is

like a ray of sunshine, and accordingly, the lip-reader who is blessed with such a winsome nature is welcomed everywhere. She may be subject to melancholy moods, as I believe all mortals of deep, sensitive, and bright disposition are, but she never permits her gloomy moods to have the right of way. On the contrary, she feels it her duty to resolutely side-track them, and forget them as soon as possible. In this way, the cultivation of cheerfulness becomes habitual, and when to this is added a fine sense of sympathy, one readily perceives why such a girl gains the enviable reputation of being "so charming and pleasant." Of course, there are people who, in some unaccountable way, have received the erroneous impression that the deaf are melancholy, and the blind are cheerful, and no amount of argument will convince them of the error of their convictions. My experience has shown me that the deaf have the same passions, the same feelings, moods, hopes, joys, fears, and temperament as do other folks blessed with all their faculties, with the exceptions, that in a few isolated cases, the deaf take life too seriously, and are morbidly sensitive. For such cases, I recommend a childlike trust in God, the society of cheerful souls, rather than solitude, an attitude of mind which is characterized by the homely phrase, "taking things easy," and daily out-door strolls.

And that reminds me that I am skeptical as to whether it is right to ignore one's deafness entirely. I never could quite approve of the shallow optimism which prompted a certain lip-reader to say, "I do not care that I am deaf; my affliction makes no difference to me." I have no objections to forgetting our deafness whenever possible, but there are occasions when it is well for us to remember with gratitude that our infirmity places barriers in our pathway, the knowledge of which keeps us humble at all times, and also spurs us on to surmount the obstacles, one by one, to the best of our ability. Our hands may ache, and our feet bleed in our efforts to overcome the limitations prejudice subjects us to, but such striving is never in vain. As a certain famous Scottish professor said (the words in italics are mine), "Some envious power assigned to the *deaf* a rugged plot of earth on the chilly edge of the world. A backbone of barren rock

extends from sea to sea, and the land bears everywhere a crop of stones. To *hearing people*, the soil yields roses unasked; to *the deaf*, thistles, and that with labor. But strong hearts, subtlety of thought, unbending wills, untiring hands, and a spark of the fire divine which Prometheus brought from Heaven to kindle wise invention,—these are the glorious gifts that the blessed ones, the givers of all good things have bestowed on the *deaf*; *our* roses these!" This is enough to convince one that deafness is not quite so bad as blindness; and when these reasonings and comparisons are extended a little further, it will always prove that the loss of hearing has been amply compensated in many other ways, and the capacity of enjoyment, endurance, self-confidence, and success, porportionately increased. Otherwise, it is impossible to understand the presence of a thorn in the flesh, or of deafness. It is productive of much good to meditate on the Creator's motive for afflicting us with deafness, and, when rightly interpreted, deafness is found to be a wholesome stimulus toward the realization of the high ideal of the good, the beautiful, and the true, for it fills us with an indescribable longing to rise above our condition, to do something for the good of humanity, not merely for the sake of winning fame or wealth, but because of the love we bear our fellow-beings.

Regarding the methods of opening and holding a conversation in hearing society, there are plenty of good books on the art of conversation, which contain useful directions and suggestions for hearing persons who are not used to society, but wish to make a social position for themselves. Lip-readers, who find it difficult to converse in society, will be greatly assisted by consulting such books. But generally, the trouble lies not in the want of ideas, but in a sense of bashfulness, which must be overcome.

Again, the light in a room may not be such as a lip-reader would wish. For instance, I was at a large dinner party not long ago, and the dark wall-paper made it hard for me to read the moustached lips of the speaker at the other end of the table, where most of the conversation was carried on. I thought I would try and side-track the conversation, when opportunity

occurred, to my immediate neighborhood, and with this end in view, I succeeded in quietly drawing the attention of my sister, who had a place on the other side of the table, and by means of a few voiceless lip-motions, I explained my plan to her. Now my thirteen-year-old sister Jessie, it must be explained, has never been deaf, but in her babyhood, on my daily return home from the day school, I used to teach her lip-reading, just for the fun of the thing, tempting and encouraging her progress in the art with the toys and sweets that babies love. And to this day she remembers the lessons in lip-reading, and on occasions, where a voiceless conversation is desired, she reads my lips, even at the distance of several feet.

Accordingly at the dinner-party mentioned, she was quick to read my lips, and she, in turn, by means of the lip-language told me what they were talking about at the end of the table. Presently, when a pause in the conversation occurred, she made a remark to the person on my left, with the result that he smilingly questioned me regarding a friend of mine, and that gave me the opportunity to take part in the general conversation. Had my sister not been present, I would somehow have found a way to take part in the conversation going on at the further end of the table.

In this connection, it may not be out of place to give an account of the social success of the lip-reader, who, by virtue of her delight in reading people's characters, without their quite knowing how she did it, won her way into the "400." Perhaps her manners, her good taste in dress, and her way of carrying herself in public had much to do with her social success. As to the character-reading, her methods were neither complex nor simple. She knew nothing whatever about palmistry, and she only studied the hands of others as an excuse for concentrating her thoughts on the analysis of the character of the person she was studying. In this way, she told the members of the 400, prominent people and others, their character, their faults, good points, and many other things, and all this in speech. They all thought it wonderful that a deaf girl could know so much about them, notes were taken of what she said, she was invited out a

great deal, and made so much of, so much so that, finally, fearing that her "character-reading" might get into the papers, or that she was going too far, she called a halt, but it took some time to convince society that she really had no desire to continue her "character-reading" on so elaborate a scale.

Another lip-reader retained her hold on society by giving original literary parties, and when Hallowe'en came along, she did not hesitate to invite her friends to a "kail-stock-pulling in the garden by means of moonlight." Next she gave a poetical party, and after that she learned cinch. When summer came around, she was invited out to a certain summer-cottage, where she found herself in the midst of many hearing friends, and was included in the invitations to country dinners, picnics, and dances. In the fall, she visited her uncle and aunt, who moved in the best society in the city of R——. Here she was taken to a large social function, meeting people she never met before, and who asked her to call on them. In the course of three weeks, she led a life of social gaiety, being taken to a round of luncheons, teas, picnics, parties, and dinners until the day came when she startled her good uncle by announcing:

"Doctor, I am going home to-morrow, because, well, because I have *too* good a time here."

But this lip-reader is a stay-at-home girl, which accounts for her leisure to go into society as often as she likes. While on the other hand, the girl who has to support herself away from home or kindred, meets with trying, embittering experiences in the cold, cruel world, of which deaf women who are sheltered by their parents or husbands, know little or nothing. The life of a lip-reader who becomes a teacher of the deaf on leaving school, is a paradise compared to that of her fellow-being, who, for want of influential friends or relatives, finds herself working in a factory for wages that are barely enough to keep soul and body together. She has only her Sundays for social recreation; all the other days she faces struggles, agonies, temptations, and reverses. She observes how some men get along so easily, by means of their plausible manners, fluent tongue, and cunning intellect. She sees too that many an honest man, whom people

trust, spends his life in poverty, trials, and obscurity, when he is entitled to riches, fame, and comfort.

In short, she realizes that it is a hard, mean world, and most people turn out the opposite of what she had imagined them to be. And in her bitterness of soul, she, like many another deaf person, questions whether it is wise to have ideals, when there are such rude disillusions to bear and endure. As in the case of other girls, she tells you that as a child she built castles in the air and told fairy tales. Then at school, she learned her lessons well, in the promise of succeeding in life. Her school-life ended, she went out in the world, only to find that not all people were good and true, and that a stone was given where bread was needed. Hence she became dissatisfied and wondered how she came to have ideals. Why was she not like prosaic, matter-of-fact, conceited people, who never know what it is to erect an ideal, only to suffer the pain of seeing it cruelly and ruthlessly shattered? To what did she owe her tendency to idealize? To the books she had read in her early youth; and these books of poetry, of biography, of history and fiction, had stirred her soul and imagination, and all this had brought on the charm of illusion.

Naturally the penalty had been a severe one; she had been baffled, spurned, stunned, bruised in sensibilities, deceived, crossed in love, and set up as an example of warning to others who would cherish ideals. But though she is a cripple, in addition to being deaf, yet in spite of all her disappointments and sufferings, she does not consider life a failure. She continues her way serenely, and tells you that her sorrows and trials have done her a world of good, and that she is all the better for them! And for my part, I am convinced that her scars enable her to gain an insight into human suffering, to show a tender compassion and sympathy in the sorrows of others, and to inspire a lovely charity. In short, she is a brave and living example of the fact that

> "Hope is brightest when it dawns from fears,
> And love is loveliest when embalm'd in tears."

Much to her astonishment, this same plucky factory-girl continues to have ideals, and she wonders if they cannot be starved. I fear not, as the pursuit of the ideal is a necessity of life. Nor is life a failure because our ideals are unattainable, and require of us such a high degree of perfection as is impossible in this world. I like to think of ideals as light-houses, not to live in, but to shine on us, when the sea of life is dark, stormy, and perilous, for the sight of such a light-house, while we are in the midst of danger, instils hope and courage, which wards off the fiend, Despair. In this way, our ideals help us along many a tortuous and thorny pathway, and our characters and souls are greatly strengthened. It is much better to have ideals which thus cheer and lead us ever onward and upward, if never to perfection, yet always towards it, than to sink to a level of dullness and indifference.

In conclusion, I cannot agree with the attitude of the writer who states that she does not care whether a deaf child "is not taught to utter an intelligible word, if it be but so taught and trained as to enjoy reading when thrown upon its own resources." Speech and lip-reading are invaluable accomplishments, and every deaf child should be given opportunities of acquiring them. In order that a deaf child may form a fixed habit of thinking in spoken words, it is necessary that he be taught vocal language in the pliable period, infancy, otherwise the result is a species of broken and fantastic language so typical of the average deaf-mute. Then, again, the ability to read lips quickens and develops the powers of observation and application in a deaf child, so that his outlook in life is materially broadened and brightened. As to books, when moderately used they are good in their own way, but when depended upon too much, there is as a consequence, the barren pedantry of mere bookishness, and a want of sufficient will-power to act and to do—penalties which book-worms and bibliomaniacs incur.

## THE DEAF AND THEIR SOCIAL RELATIONS WITH THE HEARING—STILL ANOTHER VIEW.

MRS. OLOF HANSON, FARIBAULT, MINN.

The writer in the April number of the ASSOCIATION REVIEW, who wrote on her view of "The Deaf and Their Social Relations with the Hearing," struck such a strong, clear note, so brave and so true, that I am constrained to try and make its echo last as long as possible. We need such courage to keep our feet in these hustling times, a courage pointed out in these lines of Lucy Larcom,

"If the world seems cold to you,
Kindle fires to warm it."

I heartily agree with Mrs. Balis that deaf people do not meet with discourtesy because of their lack of hearing. It has always been my experience that my deafness made no difference in my relations with the hearing. Supposing that the friends and pleasant acquaintances, the calls made and received, the entertainments given and attended, and all the various intermingling of neighbors and church members in a town of average size, were to drop suddenly out of my life, there would be left a void that could not be filled. I can read lips only "fair to middling," possibly because of not over-strong eyesight, but still converse by using what talent I have in that direction more than by writing. I very seldom carry a writing-tablet and pencil, and invariably speak to every hearing person with whom I have any dealing. Deafness is a misfortune and a disadvantage, and must always remain so, but a person thus afflicted has so many occupations and relations that even for such an one life may remain a very bright and beautiful thing.

It has been my experience to meet occasionally a person who has never before come in contact with one deaf, and to see in her face pity and sympathy—a kind and generous feeling on

that person's part, and one I never resent. It is my special delight to have free and unrestrained conversation with such a person. It is to her that I show the lovely world of educated semi-mutes, explain the sign language and their love for it, their memory of sound, their love of reading and observation of occurrences around, their interest in all history, past and present. Then I go on to give statistics; I give the number of schools for the deaf, of deaf people in our country, of papers written for and by them. I even go further, explain Dr. Fay's marriage statistics, and compare the various methods of instructing the deaf, with a clincher in favor of the combined system. It is, I say seriously, my delight to do all this, and see that friend's pity vanish never again to return, as she comprehends what a happy and independent life a deaf person can lead. And I do this as much because I believe in educating the public on all these heads as for merely personal reasons.

The beautiful sign language is one of our greatest blessings, and to meet other semi-mutes and converse by means of it is, perhaps, the most pleasant of all. And there are the books, new ones crowding on our attention constantly. To take the place of the vanished notes of the deep organ and the sweet blending voices, there are the rhyme and jingle of poetry.

Those deaf women who are active church members have a pleasant field of work and friendship open to them. The sewing for the poor in the guild house, the planning for the next meeting of this or that body, the helping to raise money for some good cause, all in close intercourse with hearing women, is a strong bond of sympathy that makes it of little account if the lip-reading is not always accurate. At church services the value of manual spelling and the sign language is inestimable when there is a hearing person to interpret for the deaf who attend. The rapid and graceful finger play, interspersed with an occasional sign, gives the sermon fully and enables the deaf to be in closer touch with preacher, congregation, and the Sacred Presence pervading the edifice. It does not and cannot give the modulation, the feeling, and the earnestness in the preacher's voice, but it gives the ideas at the same time that they are ex-

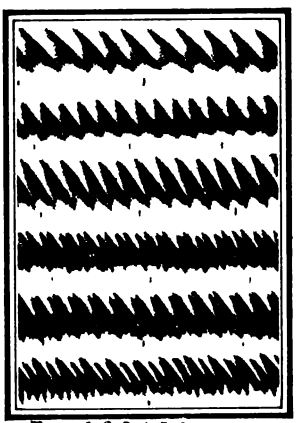
pressed to the congregation, and the language in which they are expressed. And that is very much. By a good sign-maker such an interpretation can be given rapidly, clearly, and without attracting much attention.

I make my closing words the same as those at the beginning: in itself deafness makes no difference in social relations with hearing people. Each deaf person can win recognition, friendship, and an honored place in the opinions of those with whom he associates.

## TALKING-MACHINES, ANCIENT AND MODERN.[1]

The old-fashioned talking-machine, which was an attempt rather than a finished product, was an endeavor to imitate the human voice; the modern talking-machine, the phonograph, reproduces an actual voice. They differ very much as an original painting and a photograph; only, to carry the simile further, the painting in this case was a scarcely recognizable daub, while the photograph is reasonably clear and faithful. Yet for some scientific purposes the original or synthetic method of reproducing and studying the voice is still employed. Of some recent developments of it, M. A. da Cunha writes as follows in La Nature (Paris, December 1):

"When the phonograph made its appearance about fifteen years since, it put a stop almost brutally to the labors of a host of inventors who had at once to give up seeking a purely mechanical method of imitating the human voice. This was wrong; for nothing that is connected with the study of our organism should be neglected. Although some scientists like Helmholtz, Koenig, and Herrmann have continued their studies, the results in general are not known outside their laboratories. It thus seemed to us that it would be interesting to say a few words about the ideas of Dr. Marage, which have led him to the construction of an apparatus that is well thought out and that may be the starting-point for very important applications. This device, which is limited to the production of the vowels, works admirably, and it has the peculiarity that it has been



FIGS. 1, 2, 3, 4, 5, 6.—Analytic Flames of Vowel-Formation, I, U, OU, E, D, A (French).

[1]Translation made for the Literary Digest and reprinted by permission.

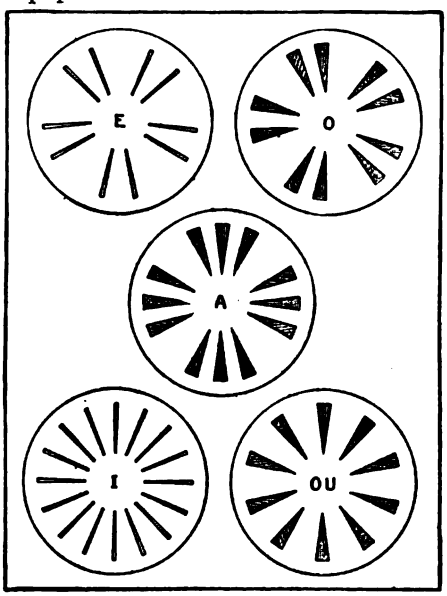
FIG. 7.—"Acouometer," giving standard sound.

constructed by exactly reversing the whole series of experiments made for the analysis of sounds. It is, then, if not an absolutely perfect apparatus, at least one made on correct mathematical principles.

"The apparatus necessary for the analysis of sounds, no matter what method may be employed, consists of a stretched membrane placed at the end of a mouthpiece. On one of the faces of this membrane the air is caused to vibrate by means of sounds, and to the other some system of registration is applied. In general this consists of a very long needle connected to the membrane, and vibrating with it, which traces a curve on a moving sheet of paper.

"M. Marage has constructed a very simple device; its simplicity, in fact, is a great part of his invention. He showed that the experiments of his predecessors often differed among themselves, and were sometimes confused. The reason of this was that the forms of apparatus employed were defective owing to their different elements. By suppressing these elements, the causes of error were done away with.

"In the new machine all annexes not absolute-




FIGS. 8, 9, 10, 11, 12.—Movable Plates for giving different vowels in the "siren."

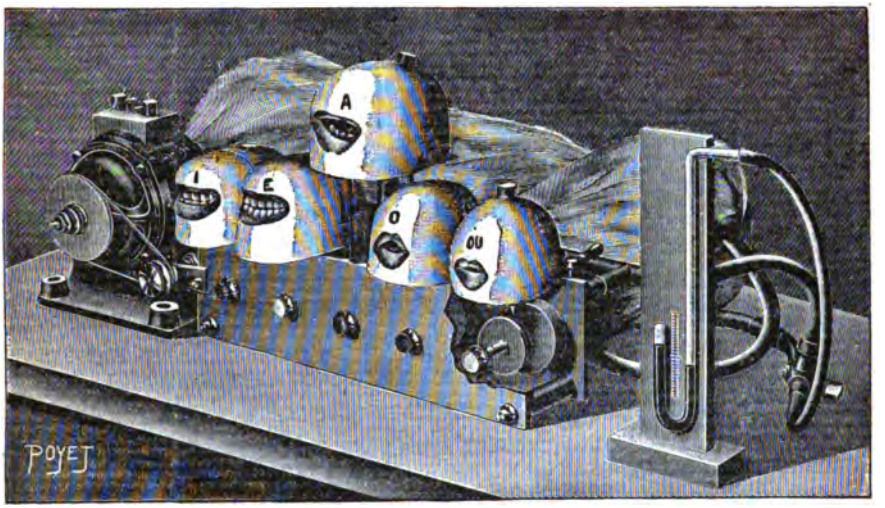



FIG. 18.—Synthetic Apparatus for forming vowel-sounds.

ly indispensable are done away with, mouth-pieces and conducting-tubes were suppressed; it followed that the vibrations took place in direct contact with the membrane. This was made of stretched india-rubber, a material which is known not to modify the voice in any way. Finally, as a last and important modification, the author changed the registering system completely; in place of using a needle, he caused acetylene gas at constant pressure to be delivered on the inverse side of the membrane. This gas escaped by a tube and was lighted at its extremity. When the membrane vibrated, the pressure of the gas varied and the flame changed in intensity. By receiving the successive images on a moving band of sensitized paper we have a graphic record that gives valuable information about the formation of different sounds. In applying this method to the emission of vowels he proved the following:

"Certain vowels, I, U, OU (in French) are formed by a series of vibrations of different intensity and separation, but regularly spaced; in other words, there exists for these sounds a series of continued and similar vibrations (see Figs. 1, 2, 3). For E and O these vibrations are also regular, but each is formed of

two oscillations (Figs. 4 and 5) arranged in a special manner for each. We thus have groups of double vibrations. Finally, in the case of A, these groups have three component vibrations (Fig.6).

"These observations are not new, for previous experiment by the method of rigid connections had given similar indications. The present investigations, however, not only confirm these, but had the important advantage of rendering the graphic records clearer, so that they became easier to follow.

"M. Marage is not satisfied with the 'siren' for the production of the vowels. Not only the larynx, but also the cheeks play an important part in the production of sounds, adding the harmonies that give the voice its character. Other elements also contribute to this special characteristic of the voice whereby that of a particular person is at once recognized; but we can not touch upon them here.

"To give to his apparatus the feature that he considered necessary, M. Marage has been able with Dr. Roussel's aid to reproduce the interior of a person's mouth while he is pronouncing the different vowels, using for this purpose the plastic substance employed by dentists. He fits these reproductions, made in plaster-of-Paris, to sirens giving the appropriate combinations of sounds, and then sets his machine going. As we have seen, this synthetic process is interesting, and although it has no future before it, so far as reproduction of the human voice is concerned, at least it may have a few useful applications.

"The author proposes to modify the steam sirens used on shipboard so that they will emit the vowel sounds; thus different phonetic signals may be obtained, which may be used to form an international alphabet. Another important application of this synthetic process can be made in the construction of ear-trumpets that will not fatigue the deaf, because they will not modify the grouping of the oscillations adapted to the ear.

"Finally, there has been constructed an 'acouometer,' giving a typical sound (the vowel A, for example), which may be used as a standard to which certain other sounds may be referred (Fig. 7). There will also be a great number of interesting applications in medicine; but we have no space to describe them here."

# THE AKOUPHONE AND ITS LIMITATIONS.[1]

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Mechanical aids to hearing devised in past years have been many and varied. The most efficient were constructed upon some some well-recognized principle of physiological acoustics and were intended to reach the labyrinthine acoustic terminals by concentrating and intensifying sound waves either through the external auditory meatus or by conduction through the bones of the head or face.

No one apparatus has been found applicable to every case and the latest production in this line proves no exception to the rule. In proportion to the number of really deaf people those resorting to mechanical aids are comparatively few in number. This seems to be accounted for by two factors, namely, the conspicuousness of these instruments and the intolerance of their aid by oversensitive acoustic nerves which are present in the great majority of afflicted individuals. The first is an objection which might be overcome by the cultivation of certain moral courage on the part of the patient while the second is a physical difficulty and as we shall see may prove a serious hindrance to the use of any mechanical aid based on the above principles.

The latest product of this kind is brought forward by Mr. Wilton R. Hutchinson, a young electrical engineer from the South, who has spent years of work and study in bringing the apparatus to its present stage of efficiency and has given us by far the most intense and powerful reproducer of sound and one whose possibilities exceed those of all similar devices.

Without going into a description of the mechanical construction of this contrivance, the details of which are for the most part trade secrets, the instrument may be considered as a tele-

[1]Reprinted by permission from the Medical News, New York, N. Y.

phone whose electric force is supplied by an ingeniously compact storage battery of six volts. The transmitter is fitted with one or a series of dome or funnel-shaped resonators for the purpose of gathering in and concentrating sound waves from all sources in its immediate neighborhood. Its receiver is so constructed that all sounds conducted to it are reproduced or retransmitted with such force and intensity as to produce a searching and sonorous wave of peculiar intensity and penetration which is magnified still more on account of the closure of the external auditory meatus by the instrument which is held so as to completely cover it. The nature of this wave which gives a saw tooth character to its tracing is not yet understood.

In ordinary use the storage battery is carried fastened at some convenient place about the body, while the transmitter or wave collector may be held in the lap or laid upon a table. The receiver is fitted with a handle of suitable length so that it may be held in close contact with the ear with its vibrating diaphragm directly over the external meatus. This receiver is to a certain extent under control and the intensity of its action adjusted either by manipulating the adjustment of the diaphragm or by means of a sliding switch on the handle and manipulated by the patient's finger.

This is the outfit ordinarily recommended for the partially deaf. When used at the opera or lecture its transmitting end is reinforced by adding an increased number of wave gatherers, its receiving end being adjusted as nearly as possible to the toleration of the patient's auditory apparatus. When used for the instruction of deaf-mutes a special transmitter is used and the receiver again adjusted to the comfort of the subject's hearing apparatus.

Deaf individuals who seek mechanical aid for their affliction (commonly without the aid or advice of an aurist) come generally under one of the following headings: (1) Those whose membrane and ossicles are intact, but functionally embarrassed by sclerosis or injury while the nerve is yet free; (2) those whose conducting apparatus is embarrassed by the absence of the ossicles or the greater part of the tympanic membrane, the nerve

remaining free; (3) those in whom there has been disease involving, but not wholly destroying the labyrinthine nerve terminals—deaf-mutes; (4) those whose deafness is caused by destruction of the nerve function somewhere in its central course.

In the first class of cases we find in the great majority of cases flaccidity of the tympanic membrane and hyperesthesia of the acoustic nerve. The tensor tympani in such cases has no function and consequently fails to protect the hyperesthetic nerve terminals in the labyrinth against these new sound waves. Add to this the possibility of obstruction in the Eustachian tubes and we have with the receiver held close against the ear a condensation of sonorous waves of such intensity as to be practically unbearable. All noises in the immediate vicinity, such as the closing of a door or the shutting of a window, are here intolerable, and interfere with conversation in no uncertain way. To be sure the instrument is adjustable, but in these cases the nerve objects to the new stimulation even when at its lowest point of efficiency. It is well to remark in this connection that in some cases presenting a considerable degree of deafness, with symptoms of even labyrinthine involvement, such as vertigo and tinnitus, these alarming symptoms may depend upon purely mechanical causes and may wholly disappear after ventilation of the tympanum through the Eustachian tubes. Resort to any mechanical aid under these circumstances would be a serious mistake for such a patient.

When membrane and ossicles are both missing, and no involvement of the nerve is present, the patient being dependent entirely upon bone conduction, it would seem that the conditions were theoretically favorable for the use of the akouphone on account of the protection afforded the nerve terminals by the intervening bone. As a rule, however, such patients seldom resort to mechanical aids as they hear the loud voice fairly well.

In the third class of cases, which includes the deaf-mutes, we find perhaps the greatest field for the practical use of this apparatus in teaching these unfortunates articulate speech. This was recently well demonstrated before the Otological Section of the Academy of Medicine, and judging from a single short lesson

given to a deaf-mute of eighteen years, who had practically never heard anything, it was easily evident that the articulation and even inflection of speech could be conveyed by these means to such individuals with a greater degree of success than has ever before been attained.

To the fourth class, with central lesions, no aid can be offered.

In judging the limitation of the akouphone as an aid to hearing the writer's opinions are as yet based largely upon theoretical considerations and upon the practical trial of a few cases of sclerotic middle-ear catarrh from his own and his colleagues' private practice.

This apparatus, although far and away the greatest resonator yet produced, is, from the aurist's point of view, still crude, its present method of application being a good deal like providing an arc light for an individual with failing eyesight without any regard to the conditions of his refraction or optic nerve.

It is to be hoped that the otologists everywhere will aid in developing and applying this apparatus according to the principles of their science to the end that its shortcomings may be mended and its possibilities extended.

In conclusion the writer would quote the following extracts from the pen of Mr. Alexander L. Pach, which appeared in the Silent Worker for March. Referring to the akouphone or akoualion he says, "To all the deaf who are able I would say, if you have a vestige of hearing and are able to make a personal trial of the appliance, not once or twice, but several times in succession, do not lose your head and forget that your sense of feel is something marvelous. Take into consideration that the noise children make when you are trying to read is so intensified that, though a hearing person might not mind it, it jars on you. . . . To all the deaf all over the globe who are looking forward to emancipation, I would say that there is hope that in time we may have a device that will enable us to hear, but that that time has not been reached."

29 West 36th Street, New York.

## JESSAMINE WALLACE CURD.

KATHERINE HENDERSON, TALLADEGA, ALABAMA.

Jessamine Wallace Curd, daughter of Edwin and Harriet Curd, of Fulton, Missouri, died in Talladega, Alabama, December 12th, 1900, of typhoid fever, after an illness of two weeks.

Jessamine was born October 20, 1878. In 1897 she graduated from Synodical Female College, of Fulton, Missouri, and in 1898-1899 was trained for teaching the deaf in the Oral Department of the Missouri School, under the late Miss Anna C. Allen; in the fall of 1899 she accepted a position in the Alabama School, where she was teaching, when she was stricken down by what afterwards proved to be the hand of the Death Angel.

Jessamine's attention was called to the work of teaching the deaf through a number of relatives in the profession, she being a sister of Miss Lillian Curd, of the North Dakota School, and a niece of Mr. J. R. Dobyns, Superintendent of the Mississippi Institution. In preparing herself for this work, she entered into it with enthusiasm; her class of small boys, which she had during her year and a half of teaching, was constantly in her thoughts, even to the last, and she not only gave them mental but deep spiritual training as well. During the summer months, they were on her heart, and she came back to school in the fall, full of new ideas and methods of teaching. The pitiful little faces of her pupils when they were told that their teacher had gone to the "blessed country just beyond the veil," were true signs of the love they bore her.

One of Miss Curd's most lovable traits of character was her deeply sympathetic nature. In her ear one could pour one's troubles, sure of a sympathetic chord in her heart; add to this her deep religious character, her gentle and unassuming goodness of heart, her charming personality and beauty of form—one found qualities rarely combined. It truly seemed as one

friend expressed it: "She was too fair a flower for this earth," and she has been "transplanted to bloom in the garden of the skies."

Her life seemed just opening before her, when suddenly the summons was heard to "come up higher." Her work is *not* finished; her influence will live on in the lives of her friends and pupils, and the short time of seed-sowing allotted her, will, in the coming years, reap a glorious harvest.

## THE SIXTEENTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

GALLAUDET COLLEGE,
WASHINGTON, D. C., April 30, 1901.

The Sixteenth Meeting of the Convention, as announced in the January number of the Annals, will be held in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deafmutes, at Buffalo, New York, beginning on Tuesday, July 2, 1901. The Convention will be called to order at 8 P. M. No arrivals of those who are to be entertained in the Institution will be expected earlier than the forenoon of Tuesday.

The railroads of the country have not made their final decision as to rates in connection with the Pan-American Exposition, but it is confidently expected that liberal reductions will be made from the regular fares, of which members of the Convention will have the benefit.

Should it become necessary, a special railroad circular will be issued.

The following general outline of a programme has been arranged, subject to change by the chairmen of Section Committees, in consultation with the Standing Executive Committee.

Tuesday, July 2.—8 P. M. Convention called to order. Addresses of welcome and response. Social reunion.

Wednesday, July 3.—9 A. M. Prayer. Calling of the roll of the Convention. Admission of members. Announcements. Annual Address of the President.

2 P. M. Normal section. Papers and discussions. Question box.

7 P. M. Auricular section. Exhibition of the Akoulalion and reports on its success.

Thursday, July 4.—9 A. M. Prayer. Art section.

10.30 A. M. Industrial section. Papers and discussion.

Opportunity during the afternoon and evening to celebrate the day.

Friday, July 5.—9 A. M. Prayer. Oral section. Papers and discussion.

2 P. M. Normal section. Papers. Discussion. Question box.

7 P. M. Industrial section. Papers. Discussion.

Saturday, July 6.—9 A. M. Prayer. Normal section. Instruction of the Deaf-blind. Papers. Discussion. Question box.

2 P. M. Kindergarten section. Papers. Discussion.

Sunday, July 7.—2 P. M. Exercises suited to the day.

Monday, July 8.—9 A. M. Prayer. Oral section. Papers. Discussion. Living exhibits.

2 P. M. General session of the Convention. Papers. Discussion. Question box.

7 P. M. Report of the Standing Executive Committee and election of officers.

Tuesday, July 9.—9 A. M. Prayer. Arrangement of committees. Miscellaneous business. Adjournment of the Convention.

It is suggested to all who prepare papers for the Convention that they be typewritten.

All persons taking advantage of the rates for board, either at the Institution or at Statler's Pan-American Hotel, which were stated in the last circular, must either be members of the Convention or pay two dollars to the Treasurer of the Convention, showing his receipt for the same, before they can have the benefit of the rates accorded to members of the Convention.

It is understood that all available accommodations in the Institution are already engaged.

Statler's Pan-American Hotel, situated very near the principal entrance to the Exposition, will receive a number, not ex-

ceeding one hundred and seventy-five, at the rate of two dollars per day for lodging, breakfast, and evening dinners.

Luncheon will be provided at the Institution daily, for those living outside, at a charge of twenty-five cents.

It is suggested that if any persons who have already engaged quarters in the Institution find they will not be able to attend the Convention, they communicate the fact to Sister M. Dositheus, local committee, so that their places may be given to others. The Institution is located at 2253 Main street, and can be reached by electric cars running out that street. Cars which run to the Exposition will pass near Statler's Hotel. Cab rates to the Institution or to Statler's Hotel are one dollar per passenger and fifty cents for each piece of baggage. Electric cars run direct to both places from all railroad stations and boat landings, with one transfer in some instances. Sister Dositheus suggests "that a great amount of baggage might not be tolerable, as there may be delays in delivery."

The Section Committees are actively at work arranging for interesting programmes, and there is a good prospect of instructive meetings in all departments of our work.

On behalf of the Standing Executive Committee,

EDWARD M. GALLAUDET,
President of the Convention.

# REVIEWS.

**Annual Report of the Indiana Institution,** Indianapolis, 1900.

The Trustees of the Indiana Institution in their report to the Governor refer to the long service of the Superintendent in connection with the Institution in various capacities, six as secretary and bookkeeper and fourteen—if he continues to the end of his present term in 1903—as Superintendent. It may be said in passing that for Indiana this is an unusual record, and a gratifying one as well from every point of view. Upon the recurrent question of repairing and enlarging the present buildings of the school, or removing to another site and rebuilding, the Trustees have to say:

> There must be either removal, or repairs, improvements and additions on rather a large scale upon the present site, which we would very much regret, the present buildings being fifty years old and unsuited to modern requirements. In this connection, we earnestly request that if there is to be removal or sale of all or a part of the Institution's present holdings, that a member of the Institution management be placed upon the commission to be appointed for carrying into effect the said removal or sale.

The Superintendent, Mr. Richard O. Johnson, reports an enrollment for the year of 384 pupils. He dwells at some length upon the evils of non-attendance, the census returns showing 361 deaf children in the State under 18 years of age not in school. To meet the situation a compulsory attendance law, applying to deaf children as well as hearing, is urged. The present compulsory law unfortunately excepts deaf children in its operation. Mr. Johnson reinforces his Trustees in their stand upon the removal question, presenting the following argument:

> If the institution is to remain where now situated with its old and ill-arranged buildings (erected in 1850), then large sums of money must be put into improvements, repairs and additions. Even after this is done, there will remain for one of the State's great institutions a 'patched up"

group of buildings absolutely incommensurate with modern requirements for an educational institution with both sexes in attendance; with industrial and literary departments; with oral and sign departments; with kindergarten, primary, intermediate and academic grades; with boys and girls from seven to twenty-one years of age; and the whole requiring proper division and separation, general supervision, and with many and especially the younger, close personal attention. These things can not be fully and property put into execution under existing conditions, nor can they be in the future upon the present site with buildings as now arranged.

I believe that the best interests of the deaf children of our State will be subserved in their moral, industrial and literary training by the removal of the institution to another site outside the city limits and the erection of new buildings upon a plan conserving the good and advantageous features of both the segregate and congregate plans of building an institution.

A number of interesting statistical tables are given; also, copious extracts from a pamphlet published by the school some years ago, entitled "Concerning Pupils," containing much information and many practical suggestions. The speech work of the school is made an important feature, as the following extracts from the report show:

All new pupils entering the school are given at least one year in the Oral Department, and an honest effort is made to teach them speech in some degree. At the start an examination of the pupil is made to ascertain the degree of intelligence, the degree of deafness, whether total or partial, the quality of the voice, the capacity for imitating sound, the power of articulation, if any, and the capacity for reading speech from seeing the movements of the visible parts of the organs of articulation. If hearing is possessed in any degree, effort is made to develop the use of it; if speech is possessed in any degree, effort is made to retain it. With all, effort is made to teach lip-reading, or, more properly, speech-reading.

Speech-reading comes of close observation and constant practice. "It can not be taught by explanation and diagrams, but learned as piano playing is, by long, unremitting practice on the part of the pupil." From the very beginning practice is had, and the teacher adopts the most natural of methods—constant repetition of spoken words and short sentences. These, the children soon get to know, and through the knowledge thus gained, the rate of acquisition increases more or less rapidly, according to the intelligence and attention of the learner. Speech-reading can not be learned from only the movements of the lips, as the term lip-reading, often incorrectly used as synonymous with speech-reading, seems to

signify, but must be learned from the movements of the lips and other visible portions of the organs of articulation, all of which is interpreted to some extent by facial expression and natural action.

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## Annual Report of the Pennsylvania Institution for the Deaf and Dumb, Mt. Airy, Philadelphia, 1900.

The President of the Institution, Mr. Emlen Hutchinson, reports a total attendance of 500 pupils, the same as for the year preceding. The cost of maintenance has been reduced to $270.00 per capita from $285.70 of the previous year. Yet, this amount is $20.00 in excess of the $250.00 appropriated by the State, necessitating the use by the Institution to meet the deficiency of $9,600.00 from its own funds—money received from donations, bequests, and income derived therefrom. The Board asks, in view of the deficiency, that the per capita appropriation be increased to $260. The President referring to the change that has taken place in methods practiced in the Institution in the past twenty years, says:

> The steady, but nevertheless remarkable growth of the oral system of instruction, as contrasted with the manual, is admirably presented by the Superintendent in a table, showing that in 1881, when oral work was first introduced, thirty-six pupils only, out of a total of three hundred and fifty-five, about *ten per cent.*, were under oral instruction; while in 1900, twenty years afterwards, four hundred and seventy pupils out of a total of five hundred, were under oral instruction, or *ninety-four per cent.* The results attained have completely justified the wisdom of the Board in thus slowly but surely supplanting the manual system by the oral, and thus making the educated deaf child able to communicate with his hearing fellow beings in the natural language he would have used had deafness not prevented him.
>
> Not only does the oral system afford a better knowledge of English than the manual system, but it enables the pupil when graduated from the Institution, to obtain employment more readily by which to secure means of self-support.

The practical character of the work done in the Industrial Department is thus referred to by Mr. Hutchinson:

> The work of the Department has been utilized as far as possible to reduce the running expenses of the Institution. Almost all the painting, carpentry, and plastering work needed about the buildings has been

done by the pupils, under the supervision of their instructors, and the brick sidewalk along the entire Germantown avenue front of our property, a distance of 1200 feet, has been laid by the class in bricklaying. As will be seen by the report of the Principal, Mr. Joseph J. Baily, over ten thousand dollars' worth of raw material was used, and the value of the labor was over eleven thousand dollars, making the total value of the product about twenty-two thousand dollars.

The Superintendent, Dr. A. L. E. Crouter, gives the usual tables of population, causes of deafness, etc., and makes detailed report of changes and improvements about and within the school. Of the work of the Intellectual Department he writes as follows:

There are under instruction in the Intellectual Department at this date, five hundred pupils, as follows: one hundred and seventy in the Primary Department, one hundred and sixty in the Intermediate Department, and one hundred and seventy in the Advanced. Four hundred and seventy of them are under the oral methods of instruction, thirty of them, 6 per cent., are under manual methods. As last year, the manual classes, now three in number, are maintained and instructed in the Advanced Department with the Advanced oral pupils. This classification as to methods is maintained not because of the advanced standing of these manual pupils, at least half of them are far below average in mental capacity, but because it is believed the work of the school as a whole is better conserved by this than by any other possible classification. Under it, the pupils of the Primary and Intermediate Departments are not brought into association with manually taught pupils during the whole period of the course in those departments, and with their habits of thought and speech firmly fixed during this period, they may, in their higher grades, be brought into association with pupils otherwise instructed, with less likelihood of deterioration than at any other stage of their instruction. Thus far this has been the experience of this school. It is true the two classes have not been brought together in the primary department, but with all the light and experience we have gained upon the subject, I incline to the opinion that if our oral and manual pupils must be brought together at all, much the safest course is to bring them together in the advanced department. I should much prefer complete separation, and, if we must continue to make provision for manual classes, I would earnestly recommend the establishment of a separate manual department at a considerable distance from the oral departments. There is reason for believing, however, that this may not be found necessary. The proportion of manual classes is now very small, three out of fifty, and we entertain the hope that with further experience, they may be found to be wholly unnecessary, and that with a

wise application of proper oral methods, such as speech, speech-reading, writing, picture-work, and the free use of books, we shall be able to bring all our pupils under oral methods of instruction.

Dr. Crouter also refers to the Industrial Department and its development upon lines that lead to the graduation of skilled and industrious workmen. Upon this point he says:

The policy, adopted at the beginning of last session, of providing increased hours of instruction in the Industrial Department has proved a wise one. Very decided gain was made in nearly all the departments, especially so in the printing, carpentering and tailoring departments. The time now allowed, three hours daily, permits the instructors to give more individual instruction to all pupils requiring it, and to more carefully and systematically lay out each day's work than was formerly possible. A graded plan of work is carefully pursued in each class, the pupils mastering each step from the simplest to the highest grades of work. The results of such methods are plainly observable in the higher skill of the more advanced pupils. Several of last year's graduates have obtained lucrative positions since leaving the department. One of the boys in the printing class has charge of a linotype on a Pittsburg daily paper; a boy in the class of painting has a good position in a first-class establishment in Scranton; two are at work as tailors in Philadelphia, and two are engaged in shoe factories in the interior of the State. Others are employed as carpenters and bakers. But a few days ago I received a letter from one of our large manufacturers of boots and shoes in Philadelphia asking for as many of our boys of last year's class in shoemaking as I could send him. Several of the girls who graduated last June have profitable employment.

The reports of the Principals of the Primary and Intermediate Departments, and of the Industrial Department; of the teacher of Physical Training; of the Physician; of the Oculist; of the Laryngologist and Otologist; of the Dentist; of the Steward; and of the Chief Engineer, give the usual detailed information of the work of their several departments.

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**Report of the Maine School for the Deaf,** Portland, for the biennial period ending December 31, 1900.

President William H. Brownson, in his report, reviews the growth of the school, showing that it has now nearly three times as many pupils as it had before it became a State institution. The

building is greatly crowded; originally intended to accommodate 56 pupils, room has been made for 89 pupils, the number now in the school. The President speaks in terms of hearty approval of the management of the school and of the work of its instructors.

The Principal, Miss Elizabeth R. Taylor, reports the number of pupils in the school two years ago, as 73, and the present number as 89, showing an increase of 16 in the biennial period. Of the educational work of the school and the methods employed, she speaks as follows:

The methods pursued in the educational department are in the main similar to those adopted seven years ago while efforts are always made to keep up with the general advancement of the times. Of the eighty-nine pupils in attendance, all but six are taught by the American or Combined System, viz: Speech and written language are the means of imparting instruction in the schoolroom, manual spelling is used and signs when necessary in explanation or to bring home a moral truth, and to the latter is due the fact that self-discipline is the rule and the *morale* of the school is so frequently commented upon.

The industrial department of the school is evidently given a large share of attention with the aim to make this part of the school work especially practical and effective of desired ends. Upon this subject Miss Taylor writes:

It is said that manual training "will give us citizens of entirely different intellectual fibre" and it is a well-established fact that after a boy is taken into the manual training department, he invariably does better work in the schoolroom.

In this age of invention and machinery the cry is made that the linotype is supplanting the printer, and the boot now worn is machine made. It is true the days of the old-time shoemaker are past, but his substitute is the shoe factory with its different processes, requiring of each operator an alert brain, with accurate eye and ready hand. In this locality the laborer of intelligence and mechanical skill seems rather more than less in demand, the average hearing boy preferring a mercantile life to that of the artisan, leaving place on the farm and in the workshop for his deaf brother.

In the manual training given pupils are taught to oberve more closely, the finished whole demanding accuracy in detail; habits of industry, perseverance and thoroughness are engendered; and the boy not only learns the use of tools and materials, but at the same time learns to gauge his own capabilities and limitations.

**Report of the Institution for the Deaf and Dumb at Halifax, Nova Scotia, 1900.**

The Principal, Mr. James Fearon, reports an attendance the past year of 123 pupils of whom eleven belong to Newfoundland, five to Prince Edward Island, one to New Brunswick, and one to Bermuda. The number of pupils has nearly doubled in ten years. Mr. Fearon, speaking of the methods of the school, also refers to the necessity of provision being made for training teachers, expressing the hope that the proposed summer school may soon be established where his teachers who need it may secure additional training in oral methods. Upon this subject he writes:

> The possibility of successfully educating a large percentage of the deaf orally no longer admits of any doubts; but to accomplish this most difficult task, thoroughly trained, painstaking, and capable teachers are required. For various reasons it has been frequently necessary here to appoint teachers inexperienced and untrained, so far as the education of the deaf is concerned, and under such circumstances the best results are not possible; for while such teachers are gaining experience and training, the pupils are suffering more or less. A proposal has just been made to establish in the United States summer schools for the training of teachers of the deaf, and I trust that the less experienced teachers at least, in this school, will take advantage of this opportunity and fit themselves for a more efficient discharge of their duties as oral teachers.

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**Report of the North Carolina School for the Deaf and Dumb, Morganton, 1900.**

The Superintendent, Mr. E. McK. Goodwin, reviews the growth of the school showing an increase from 102 children in 1894 to 292 children in 1900, the number having almost trebled. Notwithstanding this rapid increase, Mr. Goodwin says there are still many deaf children in the State growing up in ignorance. Many parents seem to think the school is only a sort of custodial home, whereas it is as much a school as any of the public schools, or as the university. Referring to the methods employed in the school, Mr. Goodwin writes:

> If we believe a child can acquire speech, and the ability to read speech, we put him in the Oral Department, and if after a fair test he

shows no ability in that direction, he is put in the Manual Department, where he is taught exactly the same course of study, but no further attempts at speech are made.

If a child can acquire speech and speech-reading, he should, by all means, be taught orally, but on the contrary, if he shows no ability in that direction, he is put in the Manual Department. It is generally conceded by conservative teachers, that not all the deaf can be taught to an advantage by the oral method. Hence the necessity of the two departments.

The special report of Mrs. Anna C. Hurd, Chief Instructor of the Oral Department, contains much that is of interest and value. We quote the following:

We have at the present time nine classes of ten pupils each, very well graded. Six of these classes contain all of the congenitally deaf and those having a very little hearing, and three of the classes contain nearly all of the semi-deaf and semi-mute. Speech, speech-reading and writing are the only mediums of communication employed in the class-rooms.

The policy of receiving all entering pupils into the Oral Department and retaining all such as give reasonable evidence of being able to acquire speech has been continued and the wisdom of this plan has been proven. Of the one hundred and thirty new pupils that have been admitted to the Institution during the past four years, seventy-three have been placed under oral instruction and it has since been found necessary to transfer but six of these to the Manual Department—each case owing to physical conditions.

Fifty-seven of the pupils entering have not been placed under oral instruction for the following reasons: twenty-two of the number were, in our opinion, too old to begin speech work with any hope of success; five suffered from a physical infirmity that interfered with the acquisition of speech, one was generally incapable, mentally and physically; five came in too late in the year to begin work in the oral classes; twenty-four showed little or no aptitude for acquiring speech and speech-reading and it was judged that they would not progress rapidly enough to warrant their education being conducted by this method. From the fact that we are gathering into the Institution more of the deaf pupils of the state before they reach the age of twelve years we may hope to increase the percentage admitted to the Oral Department from year to year.

The speech and speech-reading of the pupils are becoming more and more satisfactory—the pupils are more ready with their speech and are generally well understood—by visitors to the school as well as those more closely associated with them. Perfectly natural voices and perfect speech we do not claim nor expect to give deaf children, but voices that are not

disagreeable and speech that the listener, by giving close attention, may understand, is what we accomplish.

Daily intercourse with hearing people who sympathize with and take an interest in this work would be of the greatest value to our pupils that they might have more practice in using speech at all times. As an incentive in this direction I organized two years ago a series of conversation parties—when the oral pupils should meet with all the teachers and officers who wished to be present for social conversation. Considerable success attended this effort.

Every child in the school is taught free-hand drawing, and where pupils show special talent, they are given studio instruction in drawing and painting. The excellence of the results secured in this department is evidenced by the fact that the work of the pupils took the first premium at the recent State Fair. Mrs. O. A. Betts, in charge of the department, reports the pupils as enthusiastic and their work as encouraging.

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**Report of the Alabama Institute for the Deaf, Talladega, 1900.**

The Principal, Mr. J. H. Johnson, reports the attendance during the biennial period as 175, with an average enrollment of a fraction over 142. There are many deaf children in the State not in school, some counties being entirely unrepresented. In many cases the parents are too poor to send their children to school, and in order to get them it is necessary to go after them. Mr. Johnson, speaking of the methods of the school, writes:

We continue to use the combined system. About fifty per cent. of the pupils are taught speech and lip-reading. About ten per cent. are taught on the pure oral method. In five classes instruction is carried on by means of speech and lip-reading, using signs and manual spelling when expedient. In four classes signs and manual spelling are relied on entirely. In one class the pure oral method alone is used.

Among the needs of the school are an addition to the school building, or a new one, a properly equipped gymnasium, and a properly arranged and equipped infirmary. It is also desired to add to the training courses, tailoring, cooking, wood-carving, and work in Sloyd.

**Report of the School for Defective Youth,** Vancouver, Washington, 1900.

The Director, Mr. James Watson, has under his charge, three distinct schools, the school for the deaf, the school for the blind, and the school for the feeble-minded. He reports the attendance in the three schools as 132, of which the school for the deaf contains 68. These 68 pupils are under the instruction of four teachers. With so few classes, each class necessarily is composed of two or more grades. Mr. Watson points out the need of more teachers in the department in order that better grading may be secured and better work made possible. Of the speech-work of the school, he writes as follows:

> Our methods of instruction are fully abreast with the times and are constantly being improved by such changes as experience proves to be of advantage to the pupils. During the exercises in our school rooms signs are excluded when possible, the two objects kept constantly in mind being the greatest mental development of which the child is capable and the attainment of an easy and ready command of the English language.
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> The pupils in the department for the deaf are divided into five regular classes, one of which being a class of seven pupils who receive their instruction orally. In the other four classes the system of instruction is largely eclectic, this being the method pursued in forty-three (43) out of fifty-seven (57) schools supported by the various States. The classes in articulation which were discontinued for one year, were resumed shortly after the opening of the term. The pupils who receive this special instruction are drawn from the various classes, at stated periods, and classified according to their ability in articulation and lip-reading. All deaf children cannot be taught to articulate, therefore the method always used in instruction is the one best suited to the capabilities of the child.

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**Report of the Oregon School for Deaf-Mutes,** Salem, 1901.

The report of the Superintendent, Mr. Clayton Wentz, gives the number of pupils now in the school as 60, with an attendance during the year of 82. Mr. Wentz urges that the compulsory-education law applying to the hearing should be made to apply also to the deaf, claiming that it is even more necessary for the deaf than for the hearing. Mr. Wentz discusses methods at some length, and upon the subject of speech-teaching says:

Some of our American schools are on the pure oral basis. Many others teach more than fifty per cent. of their pupils by the oral method. Only five state schools instruct wholly by the French method. From its organization in 1870 until 1899 this school has been practically on the manual basis. At present we have both an oral and manual department, but in the manual department instruction is confined to spelling and writing. In the oral department instruction is imparted by speech. Only persons who are acquainted with the deaf, and are familiar with the difficulties encountered in teaching them speech, will fully realize the amount of patience and time required to teach them to speak and read lips. But if they are ever to communicate with the world after leaving school they must adopt the accepted method of conversation. Only a very small percentage of persons met by the deaf man has sufficient time or inclination to adopt the pencil and tablet method of communication. To successfully teach the deaf to speak is no longer an experiment During the last decade marvelous progress has been made in this line in our American schools for the deaf. We do not claim for the pupils of this method that they will become instructors in elocution, but nearly or quite all who are given a fair opportunity make sufficient progress in speech and lip-reading to be able to converse with the public and get along fairly well in the world. Our school is unable yet to demonstrate the possibilities along this line because of the very brief period it has been practiced here. We have but one oral teacher proper, although some time is spent in speech development in other class-rooms. We ask for sufficient appropriation to enable us to employ an additional teacher for this department.

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**Report of the Ontario Institution for the Deaf and Dumb,** Belleville, 1900.

Mr. R. Mathison, the Superintendent, in his report upholds the Combined or Eclectic System as practiced in his school, but deems it unprofitable and unnecessary to indulge in academic discussions of theories and methods. The too great brevity of the school course forbids, he says, attempts to impart even the usefully ornamental in language, and compels the limiting of instruction to that which it is thought will be most useful in the stern struggle for the necessaries of life.

Mr. Mathison gives much space in this report to a discussion of the Sloyd system. A Sloyd room has been fitted up, and it is believed that it will prove a valuable addition to the school

curriculum. In the discussion of the subject, Mr. Mathison quotes Mr. George S. Haycock, of the Glasgow Institution, a teacher of the deaf of long experience, and evidently full knowledge of the subject, as follows:

"Most teachers of educational hand-work—among whom I include teachers of drawing—have knowledge of children of an analogous type, that is dull mentally as far as book-work is concerned, but skilful with their hands. It might be argued that if this be true such boys would be better engaged at their books and slates, trying to make up with their fellows. But experience teaches that the surest way of helping backward scholars to approximate to the general level of attainment of their standard is by employing their fingers in the work shop or modelling room. The explanation of this is simple. A backward child feels himself unequal to the strain of the class room; he loses heart and confidence, and if it so happens that his classmates are unsympathetic he becomes despondent and utterly discouraged. But behold such a boy in the workshop. If he has skilful fingers and a true eye he is king among his fellows. He finds out that he has ability of a kind, and, what is of no less consequence, his class-fellows find it out too, and he rises in his own estimation and also in theirs. What is the result? He goes back to his books with a lighter heart and head erect; his confidence in himself is returning, he is encouraged to apply himself at the desk to achieve the success which has been his at the bench. Granted he does not always succeed, but can it be doubted that he is so much the better for his renewed efforts."

Continuing, Mr. Mathison writes, giving additional testimony as to the value of Sloyd work in the school course:

An important feature of sloyd work for the deaf is the opportunities it gives for teaching language. A large number of words and phrases can not be taught with advantage in the class room, as the necessary apparatus is wanting; it is nevertheless both necessary and desirable that such words and phrases be understood. When the deaf boy goes out into the world his medium of communication is the English language; the sign language being unintelligible to the ordinary employer. Hence the better command of written language the lad may possess, the greater is his chance of success. There is another feature no less important. It is frequently put to heads of institutions to advise in the matter of selecting a trade. Now, if a boy has mechanical dexterity or is likely to become skilful with tools, he will give evidence of this after a few months in the sloyd room. Hence grievous mistakes often made by parents in their choice of unsuitable trades, may thus be avoided. On the whole we consider the sloyd training of vast importance for the deaf.

**Report of the South Australian Institution for the Blind and Deaf and Dumb,** Brighton, 1900.

This school is twenty-four years old, and contains 72 blind and deaf and dumb persons, about a third of the number being blind, and two-thirds deaf and dumb. The following extract from a newspaper report of the exercises of the last annual meeting is interesting as showing the work the school is accomplishing:

Mr. Samuel Johnson, the Superintendent, called on to the platform a few young children, who had been in the Institution less than a year. When they were admitted they were incapable of uttering a single word, and, as they were also completely deaf, the difficulties against which their instructors had to contend might with reason be supposed to be unsurmountable. Notwithstanding that, however, the little fellows showed that they could pronounce a great many words intelligibly, although the articulation was, of course, less distinct than in the case of children not thus afflicted. Mr. Johnson then told the children to write what they had said on the blackboard, and they were able to write down whole sentences, while their excellent handwriting excited general admiration. Some older pupils followed with a similar exhibition, and the success of the training was apparent from the fact that not only could these dumb children audibly express their thoughts, but possessed general knowledge equal to that of the average child of their years attending school. The astuteness of these dumb pupils was admirably illustrated by one of the lads, who when asked what the sentence "Francis Drake was knighted" meant, instantly wrote the word "Sir" before that name. A problem in simple interest was written on the board, and the deaf children competed with the blind in solving it, the latter arriving at the result within a moment after the correct answer had been given by the deaf ones. Mr. Johnson mentioned that the education imparted at the Institution was of such a nature that the scholars were enabled to go out into life as well fitted for their various avocations as their more fortunate fellows. He wished it to be clearly understood that the Institution was a school rather than an asylum. At the present moment he had more positions in factories and workshops in the city open for the boys than he could fill. Some of the factory managers were so pleased with the work of the deaf boys that they expressed a desire to fill the positions for females in a similar manner. He did not approve, however, of their deaf girls going into factories in the city, and would much rather see them occupying the positions of the servants in private families.

The report is largely given to the publication of the list of subscriptions and donations from which the school derives the

greater part of its support. The sum total of contributions for the year amounted to 1,738 pounds, equivalent to $8,500.

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**Report of the Utah State School for the Deaf and Dumb and the Blind,** Ogden, 1899–1900.

The Trustees report the erection of a commodious hospital, an ice house, a tool house, and other buildings, and that the work has been thoroughly and economically done. Much of the wood work in the buildings erected was done by the pupils in the class in carpentry. The gratifying fact is reported that practically all the deaf and the blind of school age in the state are now in the school.

The school has been for some twelve or fifteen years under the charge of Mr. Frank W. Metcalf, an experienced and successful instructor of the deaf, and with thorough and full knowledge of all departments that have to do with their training and education. It is undoubtedly this experience and knowledge, together with a natural business ability, that have enabled Mr. Metcalf to bring the school to its present high condition of efficiency, of which the Trustees speak in the most commendatory terms. In the light of all this, and apparently disregarding it, a new departure seems to be under consideration that will lose to the school all benefits of experience and technical skill in its responsible executive head, with a hope to make up for deficiencies in the office with the needed qualities to be sought for and provided in a less responsible and less burdened subordinate. The following recommendation made by the Trustees shows what they have in mind, and probably what they expect to bring about:

We recommend that the law relating to the appointment of Superintendent be so changed as to permit the selection by the Board, of others than persons who are experts in the deaf and dumb language, as Superintendents, and that it be so changed as to permit the appointment by the Board, of a principal, who shall take charge of the scholastic departments. The necessity for this change is that the business department of the Institution requires the entire time of the Superintendent, and it is difficult to find one person who possesses both the qualifications of teacher and

business man; and further, the field for selecting a Superintendent, under the present law, is too narrow to get the best results. The expense need not be increased under the suggested method.

When we recall the fact that in the past quarter of a century the above plausible theory has been put into operation many, many times in various schools of the country, and that the experiment has proven almost invariably disastrous in its results, we can not refrain from sounding a warning to the Trustees of the Utah School in this contemplated move. The few exceptions, easily counted on one hand, where inexperience has been attended by success in the conduct of the chief executive office, prove nothing, for this success would unquestionably have been even greater had there been possessed in the several cases the preliminary training and qualifications that come only in and through actual school work and teaching experience. It may be hoped that in any change actually made in Utah, as between positions and men, the man with the most knowledge of and with the most experience with the deaf, shall be placed in the position of largest responsibility and of supreme control.

The Superintendent reports a present attendance of 65 deaf children. In the methods of instruction used, "as much attention as possible is given to speech and speech-reading, and many of the pupils are making considerable progress." Of the work done by the pupils in the industrial department he speaks as follows:

> A large part of the finishing work in our hospital building was made by our boys in the carpenter shop. The class in carpentry have also erected an ice house, and a tool house is now in course of construction. Nearly all of the shoes needed by our pupils during the school term are made by our class in shoemaking. The class in printing do all the work needed by the school in this line. It is work of this nature that makes them self-supporting on leaving school. During the past biennial period, a class in barbering and one in blacksmithing have been established. Our girls are taught to do housework, all kinds of sewing and dressmaking.

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**Report of the Jews' Deaf and Dumb Home, London, 1900.**

This school contains 42 pupils, most of them residents of London, but some also of the Provinces. Pupils graduating

from the school are apprenticed to various trades, the four leaving last year being thus apprenticed, one to wood carving, one to cabinet making, one to tailors' cutting, and one to embroidery. The report mentions the case of a blind deaf girl admitted to the school, but says that after a patient trial she had to be discharged, there being no facilities at the disposal of the Institution for the special treatment which such a case demands. The dearth of teachers for the deaf fitted for the work is referred to, and regret is expressed that some of the young men and women graduates from the Jews' schools and colleges "do not show themselves desirous of being trained for so lucrative, interesting, and above all humane profession."

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**History of the Royal Italian Institution for Deaf-mutes at Milan. 1900.**

This handsome volume of 363 pages in large 8 vo., whose paper and typography can hardly be excelled, was prepared by Prof. G. B. Ceroni, the Rector of the Institution. The work gives a full history of the Institution from its beginning till the present time. Its beginning must be traced to a private school for deaf-mutes which a Frenchman, Antonio Eyrand, opened at Milan, in 1806, and which enjoyed the favor of the Governor of the Kingdom of Italy (as it was then termed, although to all intents and purposes a province of the French Empire), Prince Eugene Beauharnais, who appropriated an annual sum from the National Treasury for the maintenance of this school. After the downfall of Napoleon I, in 1815, Lombardy was ceded to Austria. Eyrand returned to his own country, but the Emperor, Francis I of Austria, who had visited the school and had become deeply impressed with its usefulness, determined that the school should not be closed because its Director had left, and in 1816 it became a government institution with a regular annual subvention from the Austrian Treasury. The school soon began to flourish, since it was established on a firm financial basis. But more than to the governmental aid, its rapid growth and success must be ascribed to the happy choice in the matter of its first Di-

rector. This was Guiseppe Bagutti, born in 1776 and died in 1837, a highly intelligent and conscientious priest, who for many years had devoted all his energies to the education of deaf-mute children at the small town of Rovio in northern Italy. He systematized the course of instruction, improved it from time to time, and gave his whole attention to all the details, external and internal, of the school, whose father he may well be called. It was a most fortunate circumstance that his successors, Guiseppe Villa, who died in 1846, and Giovanni Battista Costardi, who retired in 1861, were men of the same stamp; men not only possessed of deep learning, but men enthusiastic in the cause, who found their greatest happiness in advancing the deaf-mutes in every possible way, physically, mentally, and morally. Another, and an eagerly looked for change, took place in 1859, when Lombardy with its capital Milan became a portion of the new kingdom of Italy, then only in its infancy, but which in a few years was to embrace the whole of the beautiful peninsula from the Alps to Sicily and from the Adriatic to the Mediterranean. The rulers of the new kingdom have at all times taken the deepest interest in the institution which now ranks among the foremost of its kind in Europe. In an appendix the course of instruction is given, as changed from time to time, as well as full details regarding the management of the institution, its finances, etc. The volume is adorned by three fine portraits, of Bagutti, Villa, and Costardi, and a view of the pretty village of Rovio, nestling among the mountains, where Bagutti spent the first years of his active life of usefulness.

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**The Royal Italian Institution for Deaf-mutes and the Girolamo Cardano Normal School at Milan for the Education of Teachers of Deaf-mutes, 1900.**

This volume of 74 pages, may, in a certain sense, be considered as a supplement to the above mentioned work, as the school is really an annex to the Royal Institution for Deaf-mutes. It was founded by royal decree of March 5, 1892, and has a two years' course, embracing pedogogics as specially applied to the education of deaf-mutes in all its branches, history of the

education of deaf-mutes from the earliest to the present time, anatomy, physiology, and hygiene. Opportunity is offered for practical exercises in teaching. Young men who intend to enter the normal school must produce certificates as regards good health, moral character, and previous studies, and pass an examination for admission. As an appendix there is given a perfect facsimile of a small pamphlet (12 pages) of very curious pen and ink sketches done in 1624 by a deaf-mute of Milan by the name of Luca Riva. The subjects are mostly of a religious character, and show considerable genius, considering they were done at a time when the education of deaf-mutes was hardly thought of. In one picture a gay cavalier is seen on his knees before a pious pilgrim leaning on his staff; in another two priests at the altar administering the sacrament of the communion; and in a third a procession of little girls, each carrying a rosary, is led to church by one of the sisters. There are, however, a few pictures of more worldly subjects, thus, e. g., five young gentlemen sitting at an old fashioned table engaged in a game of cards.

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**The School for blind deaf-mutes at Wenersburg, Sweden:** Manuscript Report of the Superintendent, Elizabeth Anrep Nordin, February, 1901.

Among the proteges of the Queen of Sweden there was a poor little girl, ten years old, deprived of the senses of sight and hearing, who, in consequence of the lack of the last mentioned sense, was not able to speak. The Queen, after many vain efforts to have this girl instructed, placed her in my charge in April 1882. At that time I had already for several years been teacher at a school for deaf-mutes. For four years I privately instructed this girl without satisfactory results.

After having made several futile attempts to found a school for children afflicted in a similar way, I finally succeeded in interesting a number of members of the Swedish Parliament in the matter. In 1886 Parliament appropriated the necessary means, and the school was begun in October, 1886, with four scholars, all deaf, mute, and blind.

Till the year 1889, when the compulsory education law for deaf-mutes was promulgated, the school received an annual subvention of 2,000 kronor ($536) per annum, and since 1890, 5,000 kronor ($1340). According to the provisions of the law, the education of blind deaf-mutes is not compulsory.

The number of scholars has varied from four (in the first year) to sixteen (in 1898); the total number of scholars since its opening has been 28; but among these there were twelve blind idiots. At present there are in the school six blind deaf-mutes and eight blind idiots. The number of blind deaf-mutes who have been instructed at this school is, therefore, sixteen.

As regards the results of the instruction, the following may be stated: six scholars have made no progress whatever, three made unsatisfactory progress, five showed good results, and two such remarkable progress as to make their general knowledge equal to that of the scholars in the schools for deaf-mutes.

The two most intelligent scholars have learned to speak, to use the hand alphabet, to write and read in the manner of blind persons. As gestures are not used at all in this school, the language of gestures is absolutely unknown to the scholars. The practical or manual instruction embraces knitting, crocheting, weaving, needle-work, the manufacture of baskets, brooms, rattan-work, etc. Gymnastics are practised every day.

On an average the scholars receive instruction six hours each day, mental and manual instruction alternating. The course occupies 36 weeks a year, divided into two terms, with a winter vacation of one month, and a summer vacation from the 6th or 8th of June till the 28th or 30th of August. Manual instruction is also given during six weeks of the summer vacation.

At present there are besides myself (holding the place of Superintendent and principal teacher), four female teachers, one matron, and four servants, all of whom live in the school-building.

Scholars are received at ages varying from five to fifteen years; and the entire course lasts twelve years. The annual charge is 400 kronor ($107.20), of which sum the General Council in many cases pays from 200 ($53.60) to 250 kronor ($67.00). The

scholars stay at the school all the year round; and it becomes to them a home in every sense of the word, where their daily needs in every respect are fully supplied.

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**The Family of the Royal Italian Institution for Deaf-mutes at Milan.** Report of the Rector, March, 1900.

This pamphlet of 111 pages gives a description of the daily life of the pupils, their studies and recreations, and the domestic arrangement of the institution, lists of the pupils, teachers, and patrons, full course of study, etc. It contains likewise a view (sketch) of the building, ground plans of its three stories, portraits of Bagutti, Elisea Ghislandi (one of the former Directors), Alessandro Porro, the first chairman of the Board of Directors, and a reproduction of a painting in the chapel of the institution, by Abbondio Bagutti, representing Saint Francis de Sales instructing a deaf-mute child.

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**Blatter fur Taubstummenbildung** [Journal of Deaf-mute Education], Berlin, February 15, and March 1, 1901.

The first of these numbers contains an interesting article by G. Schlott on a "hearing mute." When new scholars entered Mr. Schlott's institution, a mother brought her eight year old boy, and stated that he could hear but not speak. This proved to be absolutely true. The boy was in every other respect a perfect picture of health, and his sense of hearing was so strongly developed, that he could even hear whispered words. His memory, however, seemed defective; and, in spite of all efforts, he could not be brought to speak words, which he heard every day. Not a trace of idiocy could be discovered; on the contrary he showed great aptitude for work in the house and garden, went errands which had been communicated to him orally, and pointed out men and animals when their names were called. This boy is at present instructed with eleven boys of about the same age; but so far his progress has been exceedingly

slow and, in spite of all the pains which the teachers have taken with him, he can barely write a few small letters. He has been too short a time in the school to pass a final judgment as to his capacity; and it is hoped that by great patience and unremitting labor some progress may after all be noted. Eugen Sutermeister gives a report (first article) on the Congress of Deaf-mutes which met at Stuttgart in May, 1900, and was attended by several hundred delegates, not only from Germany, but also from Austria, Hungary, France, Switzerland, and Denmark. As a curiosity it may be mentioned that one of the delegates proposed that deaf-mutes should be exempt from the payment of a dog-tax as a watchful dog, who could warn his master of approaching danger, was a necessity and not a luxury for deaf-mutes. In this connection it was stated that, in one of the large cities of Germany, a deaf-mute couple live in the fourth story of a large house, engaged in the tailoring business. A bell-rope extends from the house-door to their room. To the end of the rope a rubber ball is attached, resting loosely on a small board over the table at which they work. Whenever any one pulls the bell-rope, the ball falls on the table before their very faces, thus indicating that some visitor for them is at the house door. The great majority of the delegates were enthusiastically in favor of the pure speech-method; and a number of interesting papers in defence of that method were read.

The remaining part of this number is occupied by miscellaneous information from various countries.

The number for March contains: The official notice of the dates on which examinations for teachers of deaf-mutes will be held in the various provinces of Prussia. "Statistics of Deaf-mutes," by Rud. Wollermann, first, of the principal countries of Europe and America; and special statistics of deaf-mutes in Germany by states. It appears from these statistics that in the Argentine Republic there are thirty-eight deaf-mutes to every 10,000 of the population—the highest number; whilst the smallest is in Australia, viz.: 1.83 to every 10,000 inhabitants. As far as Germany is concerned, these statistics go very much into details, as to the cause of deafness, the diseases of the deaf, and the various

trades and professions followed by deaf-mutes. "The Stuttgart Congress" (concluding article) by Eugen Sutermeister. Reports. Reviews of books and periodicals.

The April number: "Methodical Object Lessons or Free Object Lessons?" by M. Schneider; "Historical Notice of the Imperial Russian Institution for Deaf-mutes at St. Petersburg and Its Present Organization," by Alexander Ostrogradsky. Personal notices. Reports. Miscellaneous communications.

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**Nordish Tidskrift for Dofstumskolan**, [Scandinavian Journal of Deaf-mute Instruction], Goteborg, Sweden, No. 2, 1901.

In memoriam: "Karolina Blomkvist," for many years the principal teacher at the Orebro institution, who died suddenly December 11, 1900. Ludwig Polke (Fredericia, Denmark): "The fiftieth anniversary of the Danish speech-school for deaf-mutes." From this report it appears that the pure speech-method in Denmark "came and conquered;" and the writer is of opinion that there is hardly any other country in Europe where such excellent results have been reached by the application of this method, as in Denmark. The ministers of the State Church (Lutheran) are obliged to send in annual reports, relative to the adult deaf-mutes in their parishes to the Minister of Public Instruction; and in most cases these reports bear witness to the benefit for life received by deaf-mutes in the speech-schools. Johan Ostberg: "Report on the inspection of the Swedish Schools for Deaf-mutes during the period 1896-1898" (third article). V. Nyberg: "The education of teachers of deaf-mutes, and the sign-language" (concluding article). Reports from various Countries. Miscellaneous information.

No. 3: "Is Muteness in Deaf-mutes Always a Consequence of Deafness Alone?" by Dr. Holger Mygind; "Report on the Inspection of the Swedish Schools for Deaf-mutes During the Period, 1896-1898" (fourth article), by Johan Ostberg; "From Words to Action, in the Matter of Establishing a Newspaper for Deaf-mutes," by J. Wallin. Reviews of periodicals. Communications from different countries.

**L'Educazione dei Sordomuti** [The Education of Deaf-mutes] Siena, Italy.

The numbers for March and April, 1901, contain the following articles: March: "The Government and the Deaf-mutes," by V. Locatelli, "An Institution for Deaf-mutes Maintained by Private Beneficence," by V. Banchi; "The Triumph of an Idea," by C. Lazzerotti; "The Qualifications Necessary for a Superintendent of an Institution for Deaf-mutes," by P. Fornari; "Is he blind? Is he a deaf-mute?" by De Minimes—(suggestion for taking the statistics of the blind and the deaf-mutes); "Necrology," Olinto Toscani; Don Guilio Giovi. Miscellaneous communications. Notes from abroad.

April: "The Institution at Asniers, France," by G. Morbidi. "The Qualifications Necessary for a Superintendent of an Institution for Deaf-mutes," by P. Fornari (continuation). "Empericism in schools for deaf-mutes," by G. Perini. "A serious question badly treated," (the question of establishing the true limits of the education of deaf-mutes), by G. Ferreri. "Greater than all who have gone before," (Progress greater than marked the 19th century, should be the characteristic of the 20th century), by De Minimes. Bibliography, by G. Ferreri. Miscellaneous communications and notices.

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**L'Echo des Sourd-muets** [The Echo of Deaf-mutes], Paris, March, 1901, edited by Henri Gaillard.

This is a newspaper, published monthly in the interest of deaf-mutes, and it proposes to give the news of the day relative to all matters which can interest deaf-mutes. Thus, in the present number it mentions the names of a number of teachers of deaf-mutes who have received medals and other decorations from the French Government for their zeal in the cause; and also gives a list (to be continued in the next number) of the prizes gained by deaf-mute institutions at the Paris Exposition of 1900. In group II—Works of art—we find in Class 7 (painting), Saxton, United States, Honorable Mention. In Class 9 (Sculpture), Tilden (Douglas), United States, bronze medal. In group XVI (edu-

cation and care of deaf-mutes), Columbia Institution at Washington, gold medal; the Nebraska School for deaf-mutes, silver medal. Among the advertisements in this paper we notice, in the column of amusements, even theatres and circuses giving special performances for deaf-mutes. From its general character and the great variety of its contents we should judge that this paper would be quite popular among the deaf-mutes of France.

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**Tidning for Dofstumma** [Journal for Deaf-mutes], Nos. 1-6, 1899, Nos. 1-6, 1900, No. 1, 1901, Stockholm, Sweden.

The number for the year 1901 opens the eleventh year of this bi-monthly publication, the only one in Sweden published in the interest of the deaf. It was first published in Malmo, in southern Sweden, by Mr. Schresber ( a deaf-mute). Since 1899 it has been published in Stockholm, by Mr. Gunnar Fondelius (also a deaf-mute). Mr. Nils Kjellberg has charge of the foreign department. Each number of the paper has four large and closely printed pages, and generally contains some illustrations. The reading matter is well arranged and covers all subjects which can be of interest to deaf-mutes. First there are three or four editorials dealing with some important questions, e. g., the subject of deaf-mute preachers, politics in the deaf-mute association, etc. Then comes news from Stockholm, the provinces of Sweden, and finally foreign countries. There are also biographies of prominent deaf-mutes, sketches of travel, and special articles on the education of deaf-mutes in different countries. The numbers before us give the history and present condition of three of the Swedish deaf-mute institutions, Manhem, Manilla, and Vexio, each accompanied by a view of the institution.

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**Tidskrift for Abnormskolarne; Finland** [Journal for the Schools for deaf-mutes, blind, etc., in Finland], Knopio, Finland, January, February, and March, 1901.

In the April number of the Review we had occasion to make brief mention of a journal for deaf-mutes in the Finnish language.

The present publication is a monthly, partly in Finnish and partly in Swedish. It is not only gives interesting articles on different subjects (thus, e. g., one on the institutions for epileptics in Finland, sketches of travel, etc.), but brief notices giving the deaf-mutes in far-off Finland an opportunity to learn what is going on in the world of deaf-mutes, not only in their own country, but also in foreign countries.

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**Revue Generale de l'enseignement des Sourds-muets** [General Review of the Instruction of Deaf-mutes], Paris, February, 1901.

"The aid extended to backward deaf-mute children" (paper read at the Congress of public and private benevolent institutions, held at Paris, 1900), by Jules Andre; "Auricular teaching in Schools for Deaf-mutes" (paper read at the 13th International Medical Congress—Section of Otology—conclusion), by H. Marichelle and Duo de Germane; "International Deaf-mute Congress (hearing section)"—continued, by J. Marion; Bibliography (giving the titles of the more prominent works relating to the education of deaf-mutes published in 1900), by A. Belanger. This number contains the picture of two bronze medals showing the portrait of the Abbé de l'Epée, one by Borrel, and the other by Michand.

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**Organ der Taubstummen-Anstalten in Deutschland,** [Organ of the Deaf-mute Institutions in Germany], by J. Vatter, principal teacher of the Institution for Deaf-mutes at Frankfort-on-the-Main; 46th year, No. 12, December, 1900.

Contents: 1. Matters relating to the Association of German teachers of deaf-mutes. 2. The opening of the new building of the Institution for Deaf-mutes in Frankfort-on-the-Main, on the 20th of November, 1900. 3. Report of the Conference of the Baden and Wurtemberg teachers of deaf-mutes, held April 23, 24 and 25, 1900, at Bonnigheim (conclusion). 4. Instruction in composition in schools for deaf-mutes, by Beck-

Gmund. 5. Phonetics and its value for teachers and scholars. 6. Reviews of books. 7. Miscellaneous communications.

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**Framat** [Forward], **Fria Ord** [Free Words], **Fragecirkular** [Question Circular],

Are single sheets, issued at irregular intervals by the Swedish correspondence club of deaf-mutes, and generally deal with some burning questions. These sheets are scattered broadcast over the country, and are sure to reach nearly all the deaf-mutes sooner or later. The correspondence club was founded by Mr. Gerhard Titze and Mr. Gunnar Fondelius. Its aim is to work for the improvement of the condition of deaf-mutes in Sweden, and for a re-organization of the deaf and dumb association of Stockholm.

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**Medizinisch-padagogische Monats schrift fur die gesammte Sprachheilkunde** [Medico-pedagogical Monthly for the entire field of the treatment of defects of speech, including hygiene of speech], Berlin, Germany, January-February, 1901. Edited by Albert Gutzmann, Director of the Berlin city school for deaf-mutes, and Dr. Hermann Gutzmann.

This is one of those solid scientific publications which form the glory of German periodical literature. There is nothing flimsy, nothing superficial, but articles which bristle with information and statistics, and go to the very bottom of each subject. The present number contains: "On the Capacity of Hearing and Lip-reading(II)," by G. Neuert, Gerlachsheim; "The Development of the Soul of the Child," by G. Compayre; "The Dysarthric Form of Motorial Aphasia," by Dr. W. Konig; "A Case of Aphasia and Agraphia," by Dr. Stadelmann.

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**Smaablade for Dovstumme** [Leaflets for Deaf-mutes], Copenhagen, Denmark, April, 1901.

The present number of this publication contains a likeness of Mr. A. C. Nyegaard, a faithful and efficient teacher in the

Royal Danish Institution for Deaf-mutes at Copenhagen for nearly 50 years (1853-1901), and gives a short biography of Mr. Nyegaard, who is now enjoying a well-earned rest with a pension from the government. Mr. Nyegaard was the last of the Danish deaf-mutes teachers, as henceforth all the teachers will be hearing persons.

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**Berattelse ofver Abnormskolarnas; Finland verksamhet,** 1898-1899. [Report on the Finland Schools for the blind, deaf-mute, idiots, etc.], Helsingfors.

From this report, which is accompanied by very full statistics, it appears that the government maintains seven schools for deaf-mutes and two for the blind; and that in addition there are several private institutions, amongst the rest an industrial school for the blind, and an institution for backward children.

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**American Annals of the Deaf,** Washington.

The May number of the Annals presents the following table of contents: "Dr. J. L. Noyes" (a poem), Agatha Tiegel Hanson; "The Correction and Prevention of Mistakes in Language," Minnie E. Morris; "The Social Status of the Deaf in the Past—II," J. A. Tillinghast; "Calendar Work," Anna Spears Gaw; "Lip-Reading," Agnes Steinke; "The Educational Value of Pictures—II," Alvin E. Pope; "The Relation of Teacher to Pupil," Lottie K. Clarke; "Mary Toles Peet," E. A. F.; "The Peet Family," Isabel Van de Water Jenkins; "Questions to be Asked in the Admission of Pupils to the Indiana Institution," E. A. F.; "The Minnesota School for the Deaf an Educational Institution by Legislative Enactment," James L. Smith; "The Comparison of Methods," Samuel Gaston Davidson; "A Deaf-Blind Writer at Work," Edward P. Clarke. Resolutions adopted by the Hearing Section of the Paris Congress, 1900. Outline of Programme of the Sixteenth Convention of American Instructors of the Deaf. Notices of Publications. School Items.

**Speech for the Deaf.** A book for the use of teachers and others interested in the oral education of the deaf. A. J. Story, Headmaster of the North Staffordshire Blind and Deaf School, Stoke-on-Trent. London: Hughes & Harber, The Royal Press, Market Street; 1901. 8 vo., pp. 86.

This is a hand-book for the use and guidance of teachers of the deaf by the speech method. Compiled by a teacher of large experience, the book presents the complete problem of giving speech and lip-reading to the deaf child, and—so far as it is possible to do so by verbal direction—solves it. The plan of the work is comprehensive, covering the entire gamut of sounds or sound elements that enter into and compose speech; and the system is rational, proceeding from the simpler and related elements in regular sequence through the series until the more difficult elements are mastered and the entire plan is covered. To each element is devoted a lesson in which is given a careful description of the mechanical form, movement, and force that produce the sound; this is followed by a list of "common errors"—a most valuable feature; this by a review list of elements already learned; this by "exercises" employing the element; this finally by "notes" in which practical and helpful suggestions are made bearing upon the element in hand and the best methods of teaching it. The book is certainly a valuable contribution to the work, and it must prove most helpful to teachers of speech throughout the English-speaking world. It may be obtained direct from the publishers; or from the Volta Bureau, Washington, D. C., where a limited number are in stock for sale—price, $1.35.

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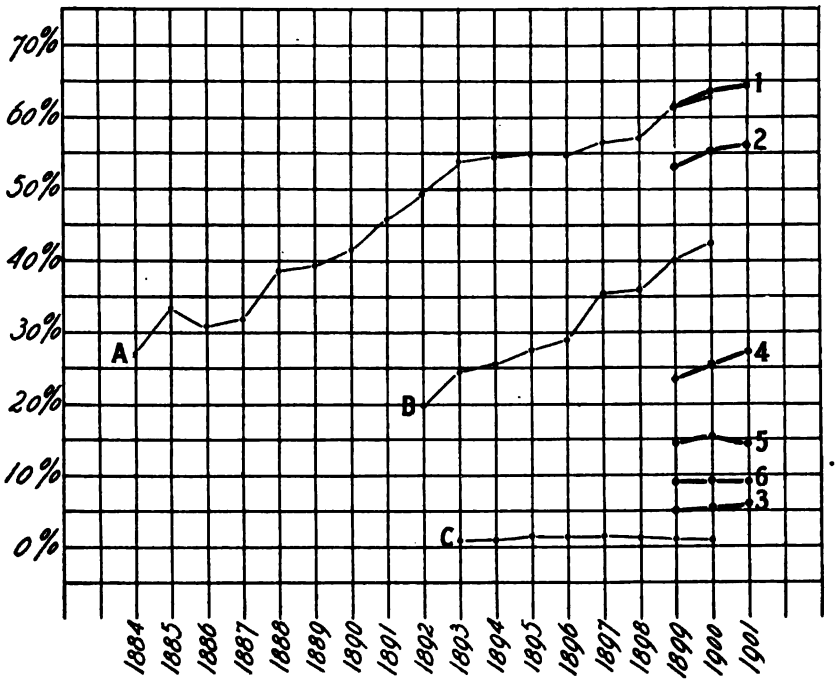
Reports and publications received and reserved for future review:

Reports of the Georgia School, the Ohio Institution, the Mystic (Conn.) Oral School, the Montana School, the MacKay Institution, Montreal; the Fredericton Institution, New Brunswick; the New York Institution; St. Joseph's Institute, Fordham-Brooklyn-West Chester, New York; the West of England Institution, Exeter; the Preponderance of Male Stammerers over Females.

# REPORT ON THE PROGRESS OF SPEECH-TEACHING IN AMERICA.

SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1884-1901.




## KEY TO SPEECH DIAGRAM.

The diagram represents graphically the percentage of pupils taught speech in Schools for the Deaf in the United States. (For figures see REVIEW I, 74–106; II, 90–91, 299–315, 448–449; III, 89–90, 281–297.) The light lines represent Columns A, B, and C of the Annals; the dark lines, the statistics of the ASSOCIATION REVIEW.

PERCENTAGES FROM SPEECH-STATISTICS OF THE ANNALS.

A. Total Taught Speech.
B. Taught wholly or chiefly by the Oral Method.
C. Taught wholly or chiefly by the Auricular Method.

PERCENTAGES FROM SPEECH-STATISTICS OF THE REVIEW.

1. Total Taught Speech.
2. Speech *used* as means of instruction.
3. Speech *not used* as means of instruction.
4. Taught by Speech and Speech-Reading (*no manual spelling, no sign language.*)
5. Taught by Speech and Speech-Reading and manual spelling (*no sign language.*)
6. Taught by Speech and Speech-Reading and manual spelling and sign language.

PERCENTAGE FIGURES ILLUSTRATED IN THE DIAGRAM.

| | A | B | C | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|---|---|
| 1884..... | 27.2% | | | | | | | | |
| 1885..... | 33.5% | | | | | | | | |
| 1886..... | 30.9% | | | | | | | | |
| 1887..... | 32.0% | | | | | | | | |
| 1888..... | 38.8% | | | | | | | | |
| 1889..... ... | 39.7% | | | | | | | | |
| 1890..... | 41.3% | | | | | | | | |
| 1891..... | 46.0% | | | | | | | | |
| 1892..... | 49.4% | 19.9% | | | | | | | |
| 1893. ..... | 54.0% | 24.7% | 0.96% | | | | | | |
| 1894..... | 54.4% | 25.6% | 1.24% | | | | | | |
| 1895..... | 54.9% | 27.7% | 1.61% | | | | | | |
| 1896 ..... | 54.9% | 28.8% | 1.74% | | | | | | |
| 1897..... | 56.4% | 35.6% | 1.66% | | | | | | |
| 1898..... | 57.4% | 36.2% | 1.14% | | | | | | |
| 1899..... | 61.8% | 40.5% | 1.27% | 61.4% | 53.1% | 5.1% | 23.7% | 14.7% | 9.2% |
| 1900..... | 63.0% | 42.8% | 1.03% | 61.0% | 55.5% | 5.4% | 25.7% | 15.8% | 9.2% |
| 1901..... | * | * | * | 64.7% | 56.0% | 5.6% | 27.4% | 14.6% | 9.2% |

*If the precedent of past years is followed, the Annals statistics for 1901 will be collected in November, 1901, and published in the Annals for January, 1902.

## TABLE I.—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

(Arranged alphabetically according to location.)

| Location. | | | Official Name of School. | Chief Executive Officer. |
|---|---|---|---|---|
| State or Territory. | Town. | Street or District. | | |
| Alabama | Talladega | | Alabama School for the Deaf | Joseph H. Johnson, M.A. |
| Arkansas | Little Rock | | Arkansas Deaf-Mute Institute | Frank B. Yates. |
| California | Berkeley | | California Institution for the Deaf and the Blind | W. Wilkinson, M.A., L.H.D. |
| do | Los Angeles | | Los Angeles Oral School for the Deaf | Mary E. Bennett. |
| do | N. Temescal | | St. Joseph's School and Home for Deaf-Mutes | Sister M. Valeria. |
| do | Oakland | 11th and Jefferson Sts., | Oakland Oral Day School for the Deaf | Charlotte Louise Morgan. |
| Colorado | Col. Springs | | Colorado School for the Deaf and the Blind | W. K. Argo, M.A. |
| Connecticut | Hartford | | American School for the Deaf | Job Williams, M.A., L.H.D. |
| do | Mystic | | Mystic Oral School for the Deaf | Alice H. Damon. |
| Dist. Columbia | Washington | Kendall Green | Columbia Institution for the Deaf and Dumb | E. M. Gallaudet, Ph.D., LL.D. |
| | | | Comprising { The Kendall School for the Deaf | James Denison, M.A. |
| | | | Comprising { and Gallaudet College | E. M. Gallaudet, Ph.D., LL.D. |
| Florida | St. Augustine | | Florida State School for the Deaf and Blind | William B. Hare. |
| Georgia | Cave Spring | | Georgia School for the Deaf | Wesley O. Connor. |
| Illinois | Chicago | Armour Ave., near Root St. | Hartigan Public Day-School for the Deaf | Mary McCowen. |
| do | do | Ashland Ave., No. 4635 | Seward Public Day-School for the Deaf | Mary McCowen. |
| do | do | Ashland and North Aves. | Burr Public Day-School for the Deaf | Mary McCowen. |
| do | do | Ashland and Wrightw'd Aves. | Prescott Public Day-School for the Deaf | Mary McCowen. |
| do | do | Edgewood Av. and Catalpa Ct. | Darwin Public Day-School for the Deaf | Mary McCowen. |
| do | do | Evergreen Ave., n'r Robey St. | Wicker Park Public Day-School for the Deaf | Mary McCowen. |
| do | do | Ingleside Ave. and 54th St. | Kozminski Public Day-School for the Deaf | Mary McCowen. |
| do | do | Monroe Street, No. 157 | Monroe Street Public Day-School for the Deaf | Mary McCowen. |
| do | do | Sedgewick and Division Sts. | Lyman Trumbull Pub. Day-School for the Deaf | Mary McCowen. |
| do | do | Seventieth St. and Yale Ave. | Yale Public Day-School for the Deaf | Mary McCowen. |
| do | do | South May Street, No. 409 | Ephpheta School for the Deaf | Margaret Cosgrove. |
| do | do | Twenty-first St., near Robey | Froebel Public Day-School for the Deaf | Mary McCowen. |
| do | do | Yale Avenue, No. 6550 | McCowen Oral School for Young Deaf Children | Cornelia D. Bingham. |
| do | Jacksonville | | Illinois Inst. for Education of Deaf and Dumb | Joseph C. Gordon, M.A., Ph.D. |
| do | Streator | | Streator Day-School for the Deaf | Edith E. Brown. |
| Indiana | Evansville | Seventh and Vine Streets | Evansville Day-School for the Deaf | Paul Lange, M.A. |
| do | Indianapolis | | Indiana Inst. for Education of Deaf and Dumb | Richard Otto Johnson. |

| | | | | |
|---|---|---|---|---|
| Iowa | Council Bluffs | | Iowa School for the Deaf | Henry W. Rothert. |
| Kansas | Olathe | | Kansas School for the Deaf | H. C. Hammond. |
| Kentucky | Danville | | Kentucky Inst. for Education of Deaf-Mutes | Augustus Rogers, M.A. |
| Louisiana | Baton Rouge | | Louisiana Inst. for Ed. of Deaf and Dumb | John Jastremski, M.D. |
| do | Chinchuba | | Charitable Deaf-Mute Inst. of the Holy Rosary | Sr. M. Athanasia. |
| Maine | Portland | Spring Street, Nos. 79 to 85 | Maine School for the Deaf | Elizabeth R. Taylor. |
| Maryland | Baltimore | Hollins Street, Nos. 851 to 853 | F. Knapp's Institute | Wm. A. Knapp. |
| do | do | McCulloh St., No. 903 | Maryland School for the Colored Blind and Deaf | Frederick D. Morrison, M.A. |
| do | do | West Saratoga Street, No. 649 | St. Francis Xaviers's School for the Deaf | Mother M. Joseph Hartwell. |
| do | Frederick City | | Maryland School for the Deaf and Dumb | Charles W. Ely, M.A. |
| Massachusetts | Beverly | | New England Industrial School for Deaf-Mutes | Nellie H. Swett. |
| do | Boston | Jamaica Plain, | Boston School for the Deaf | Rev. Thomas Magennis. |
| do | do | Newbury Street, No. 178 | Horace Mann School for the Deaf | Sarah Fuller. |
| do | Northampton | | Clarke School for the Deaf | Caroline A. Yale, LL.D. |
| do | West Medford | Woburn Street, No. 93 | Sarah Fuller Home for Little Children Who Cannot Hear | Eliza L. Clark. |
| Michigan | Detroit | Porter St. and Michigan Ave. | Detroit Day-School for the Deaf | Elizabeth Van Adestine. |
| do | Flint | | Michigan School for the Deaf | Francis D. Clarke, M.A., C.E. |
| do | Grand Rapids | | Grand Rapids Day-School for the Deaf | Margaret M. Sullivan. |
| do | Menominee | | Menominee Day-School for the Deaf | Olive Newlin. |
| do | Muskegon | | Muskegon Day-School for the Deaf | Laura Robie. |
| do | North Detroit | | Evangelical Lutheran Institution for the Deaf | Rev. H. A. Bentrup. |
| Minnesota | Faribault | | Minnesota School for the Deaf | James N. Tate, M.A. |
| Mississippi | Jackson | | Mississippi Inst. for Ed. of Deaf and Dumb | J. R. Dobyns, M.A. |
| Missouri | Fulton | | Missouri School for the Deaf and Dumb | Noble B. McKee, M.A. |
| do | St. Louis | Cass Avenue, No. 1849 | Mariae Consilia School for the Deaf | Sister M. Adele. |
| do | do | Ninth and Wash Streets | St. Louis Day-School for the Deaf | James H. Cloud, M.A. |
| do | S. St. Louis | Longwood Place | St. Joseph's Deaf-Mute Institute for Boys | Rev. Mother Agatha. |
| Montana | Boulder | | Montana Deaf and Dumb Asylum | Thos. S. McAloney. |
| Nebraska | Omaha | | Nebraska Institute for the Deaf and Dumb | R. E. Stewart. |
| New Jersey | Trenton | | New Jersey School for Deaf-Mutes | J. P. Walker, M.A. |
| New Mexico | Santa Fe | | New Mexico School for the Deaf and the Blind | Lars M. Larson, B.A. |
| New York | Albany | Pine Hills | Albany Home Sch. for Oral Instr. of the Deaf | Mary McGuire. |
| do | Brooklyn | 113 Buffalo Ave | Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes | Mary C. Hendrick. |
| do | Buffalo | Edward Street, No. 125 | Le Couteulx St. Mary's Inst. for the Improved Instruction of Deaf-Mutes | Sister Mary Anne Burke. |
| do | Fordham | East 188th Street, No. 772 | Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes | Rosa A. Fagan. |
| do | Malone | | Northern New York Institution for Deaf-Mutes | Edward C. Rider. |
| do | New York | 904 Lexington Avenue, | New York Inst. for Imp'd Inst'n of Deaf-Mutes | E. A. Gruver, B.A. |

## TABLE I—CONTINUED—SCHOOLS FOR THE DEAF IN THE UNITED STATES.

(Arranged alphabetically according to location.)

| Location. | | | Official Name of School. | Chief Executive Officer. |
|---|---|---|---|---|
| State or Territory. | Town. | Street or District. | | |
| New York | New York | Washington Heights | New York Inst. for Instr. of Deaf and Dumb | Enoch Henry Currier, M.A. |
| do | do | West 76th Street, No. 42 | Wright-Humason School | J. D. Wright, M.A. and T. A. Humason, M.A., Ph.D. |
| do | Rochester | North St. Paul St., No. 945 | Western New York Inst. for Deaf-Mutes | Z. F. Westervelt, LL. D. |
| do | Rome | | Central New York Inst. for Deaf-Mutes | Edward Beverly Nelson, M.A. |
| do | Westchester | | Branch of St. Joseph's Inst. for the Improved Instruction of Deaf-Mutes | Ellen E. Cloak. |
| North Carolina | Morganton | | North Carolina School for the Deaf and Dumb | E. McKay Goodwin, M.A. |
| do | Raleigh | | N. C. Inst. for the Deaf and Dumb and the Blind | John E. Ray, M.A. |
| North Dakota | Devil's Lake | | Deaf and Dumb Asylum (of North Dakota) | Dwight F. Bangs. |
| Ohio | Cincinnati | 719 W. Sixth Street | Cincinnati Oral School for the Deaf | Virginia A. Osborn. |
| do | do | 719 W. Sixth Street | Cincinnati Public School for the Deaf | Caroline Fesenbeck. |
| do | do | East Sixth Street | Notre Dame School for the Deaf | Sister Mary of the Sacred Heart |
| do | Cleveland | 1304 Willson Ave | Cleveland Day-School for the Deaf | Katharine E. Barry. |
| do | Columbus | | Ohio Inst. for the Education of Deaf and Dumb | J. W. Jones, M.A. |
| do | Dayton | Hickory St | Dayton School for the Deaf | Jessie F. Zearing. |
| do | Elyria | | Lorain County Oral Deaf School | Katharine Mae Binkley. |
| Oklahoma | Guthrie | | Oklahoma Institute for the Deaf and Dumb | H. C. Beamer. |
| Oregon | Salem | | Oregon School for Deaf-Mutes | Clayton Wentz, M.A. |
| Pennsylvania | Edgewood P'k | | West. Penna. Inst. for the Instruction of the Deaf and Dumb | William N. Burt, M.A |
| do | Philadelphia | Belmont and Mounment Aves. | Home for the Training in Speech of Deaf Children before they are of School Age | Mary S. Garrett. |
| do | do | Mount Airy | Pennsylvania Institution for Deaf and Dumb | A. L. E. Crouter, M.A., LL.D. |
| do | Scranton | | Pennsylvania Oral School for the Deaf | Mary B. C. Brown. |
| Rhode Island | Providence | 520 Hope St. | Rhode Island Institute for the Deaf | Laura De L. Richards. |
| South Carolina | Cedar Spring | | S. Carolina Inst. for the Education of the Deaf and the Blind | Newton F. Walker. |
| South Dakota | Sioux Falls | | South Dakota School for Deaf-Mutes | James Simpson. |
| Tennessee | Knoxville | | Tennessee Deaf and Dumb School | Thomas L. Moses. |
| Texas | Austin | | Deaf, Dumb, and Blind Inst. for Colored Youth | S. J. Jenkins. |
| do | do | | Texas Deaf and Dumb Asylum | B. F. McNultv. |

| | | | | |
|---|---|---|---|---|
| Utah | Ogden | | Utah State School for the Deaf and Dumb | Frank W. Metcalf, D.B. |
| Virginia | Staunton | | Virginia School for the Deaf and the Blind | William A. Bowles. |
| Washington | Vancouver | | Washington School for Defective Youth | James Watson. |
| West Virginia | Romney | | West Virginia Schools for Deaf and Blind | James T. Rucker. |
| Wisconsin | Appleton | | Appleton School for the Deaf | Hannah I. Gardner. |
| do | Ashland | | Ashland Day-School for the Deaf | Katharine Moriarity. |
| do | Black R'r F'lls | | Black River Falls School for the Deaf | Grace Luise Robie. |
| do | Delavan | | Wisconsin School for the Deaf | John W. Swiler, M.A. |
| do | Eau Claire | | Eau Claire Day-School for the Deaf | Jennie C. Smith. |
| do | Fond du Lac | | Fond du Lac Day-School for the Deaf | Anna Sullivan. |
| do | Green Bay | | Green Bay Day-School for the Deaf | Olga M. Gebhart. |
| do | La Crosse | | La Crosse Day-School for the Deaf | Lida J. Kline. |
| do | Manitowoc | | Manitowoc Day-School for the Deaf | Dora P. Hendrickson. |
| do | Marinette | Main Street, No. 1532 | Marinette School for the Deaf | Etta M. Golden. |
| do | Milwaukee | Seventh and Prairie Streets | Milwaukee Public Day-School for the Deaf | Frances Wettstein. |
| do | Neillsville | | Neillsville Day-School for the Deaf | Elizabeth H. Irish, B.A. |
| do | Oshkosh | | Oshkosh School for the Deaf | Katharine Grimes. |
| do | St. Francis | | St. John's Catholic Deaf-Mute Institute | L. W. Mihm. |
| do | Sheboygan | | Sheboygan Day-School for the Deaf | H. Ray Kribs. |
| do | Sparta | | Sparta Day-School for the Deaf | Huldah Rudolph. |
| do | Stevens Point | | Stevens Point Day-School for the Deaf | Gertrude Van Adestine. |
| do | Wausau | | Wausau Day-School for the Deaf | Margaret Hurley. |
| do | West Superior | | Superior Day-School for the Deaf | Delia C. Page. |

## TABLE II.—SCHOOLS FOR THE DEAF IN CANADA.

(Arranged alphabetically according to location.)

| Location. | | | Official Name of school. | Chief Executive Officer. |
|---|---|---|---|---|
| Province or Territory. | Town. | Street or District. | | |
| Manitoba | Winnipeg | | Manitoba Deaf and Dumb Institution | D. W. McDermid. |
| New Brunsw'k | Fredericton | | Fredericton Inst. for Educ. of Deaf and Dumb | Albert F. Woodbridge. |
| Nova Scotia | Halifax | | Halifax Insitution for the Deaf and Dumb | James Fearon. |
| Ontario | Belleville | | Ontario Institution for the Deaf and Dumb | Robert Mathison, M.A. |
| Quebec | Montreal | Berri Street, No. 546 | Catholic Female Deaf and Dumb Institution | Rev. Sister Philip of Jesus. |
| do | do | Mile End | Catholic Male Deaf-Mute Inst. for the Province of Quebec | Rev. M. Cadieux, C. S. V. |
| do | do | Notre Dame de Grace Street | Mackay Inst. for Prot. Deaf-Mutes and Blind | Mrs. H. E. Ashcroft. |

## TABLE III.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1901.

| Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location. | Number of Pupils. | | | | | | Summary. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Taught by Speech and Speech-Reading. | | | Taught Speech and Speech-Reading | | Number of pupils taught Speech & Speech-Reading. | | | |
| | Total. | No Manual Spelling. No Sign Language. | Taught by Manual Spelling. No Sign Language. | Taught by Manual Spelling. Taught also by Sign Language. | Speech Not Used as a means of instruction. | Returns Unclassified. | Total | Speech Used as a means of instruction. | Speech Not Used as a means of instruction. | Unclassified. |
| | Query 1 | Query 2 | Query 3 | Query 4 | Query 5 | | | | | |
| Ala. Talladega School | 137 | 36 | 24 | — | — | — | 60 | 60 | — | — |
| Ark. Little Rock School | 220 | 49 | 14 | — | 4 | — | 67 | 63 | 4 | — |
| Cal. Berkeley School (2) | 162 | — | — | ? | ? | 105 | 105 | ? | ? | 105 |
| " Los Angeles School | 10 | 10 | — | — | — | — | 10 | 10 | — | — |
| " North Temescal School (3) | | | | | | | | | | |
| " Oakland School | 8 | 8 | — | — | — | — | 8 | 8 | — | — |
| Col. Colorado Springs School (4) | 88 | 53 | — | — | — | — | 53 | 53 | — | — |
| Conn. Hartford School (5) | | | | | | | | | | |
| " Mystic School (6) | 37 | 37 | — | — | — | — | 37 | 37 | — | — |
| D. C. Washington School (7) | | | | | | | | | | |
| Fla. St. Augustine School (8) | 52 | — | 9 | 25 | 15 | — | 49 | 34 | 15 | — |
| Ga. Cave Spring School (9) | 141 | — | — | 58 | — | — | 58 | 58 | — | — |
| Ill. Chicago, Armour Ave. School | 7 | — | — | 7 | — | — | 7 | 7 | — | — |
| " " Ashland Ave. School | 8 | 8 | — | — | — | — | 8 | 8 | — | — |
| " " Ashland & North Ave. Sch. | 8 | 8 | — | — | — | — | 8 | 8 | — | — |
| " " Ashland & Wrightw'd Sch. | 7 | — | — | 7 | — | — | 7 | 7 | — | — |
| " " Edgewood Ave. School | 14 | 14 | — | — | — | — | 14 | 14 | — | — |
| " " Evergreen Ave. School | 11 | — | — | 11 | — | — | 11 | 11 | — | — |
| " " Ingleside Ave. School | 14 | 14 | — | — | — | — | 14 | 14 | — | — |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Ill. | Chicago, Monroe St. School | 22 | — | — | 22 | — | — | 22 | 22 | — | — |
| " | " Sedgewick St. School | 16 | 16 | — | — | — | — | 16 | 16 | — | — |
| " | " Seventieth St. School | 44 | 44 | — | — | — | — | 44 | 44 | — | — |
| " | " South May St. School (10) | 48 | — | 48 | — | — | — | 48 | 48 | — | — |
| " | " Twenty-first St. School | 16 | 16 | — | — | — | — | 16 | 16 | — | — |
| " | " Yale Ave. School | 29 | 29 | — | — | — | — | 29 | 29 | — | — |
| " | Jacksonville School (11) | 557 | ? | ? | ? | 212 | 345 | 557 | 345 | 212 | — |
| " | Streator School | 7 | 7 | — | — | — | — | 7 | 7 | — | — |
| Ind. | Evansville School | 13 | — | — | — | 2 | — | 2 | — | 2 | — |
| " | Indianapolis School (12) | 326 | 59 | — | 87 | — | — | 146 | 146 | — | — |
| Iowa. | Council Bluffs School | 265 | — | 72 | — | — | — | 72 | 72 | — | — |
| Kan. | Olathe School (13) | 248 | — | 41 | — | 45 | — | 86 | 41 | 45 | — |
| Ky. | Danville School (14) | 325 | 35 | — | 78 | 30 | — | 143 | 113 | 30 | — |
| La. | Baton Rouge School | 118 | 51 | — | — | — | — | 51 | 51 | — | — |
| " | Chinchuba School | 45 | — | — | 5 | 16 | — | 21 | 5 | 16 | — |
| Me. | Portland School | 89 | — | — | 83 | — | — | 83 | 83 | — | — |
| Md. | Baltimore, Hollins St. School (15) | 32 | 32 | — | — | — | — | 32 | 32 | — | — |
| " | " McCulloh St. Sch. (16) | 29 | — | 20 | 9 | — | — | 29 | 29 | — | — |
| " | " W. Saratoga St. School | 44 | — | 21 | — | 10 | — | 31 | 21 | 10 | — |
| " | Frederick City School | 106 | 44 | 12 | — | 14 | — | 70 | 56 | 14 | — |
| Mass. | Beverly School | 24 | — | — | — | 13 | — | 13 | — | 13 | — |
| " | Boston, Jamaica Plain School | 31 | 31 | — | — | — | — | 31 | 31 | — | — |
| " | " Newbury Street School | 125 | 125 | — | — | — | — | 125 | 125 | — | — |
| " | Northampton School | 149 | 149 | — | — | — | — | 149 | 149 | — | — |
| " | W. Medford School | 10 | 10 | — | — | — | — | 10 | 10 | — | — |
| Mich. | Detroit School | 33 | 33 | — | — | — | — | 33 | 33 | — | — |
| " | Flint School (17) | 419 | ? | ? | ? | 103 | 176 | 279 | 176 | 103 | — |
| " | Grand Rapids School (18) | 15 | 15 | — | — | — | — | 15 | 15 | — | — |
| " | Menominee School | 5 | 5 | — | — | — | — | 5 | 5 | — | — |
| " | Muskegon School | 8 | 8 | — | — | — | — | 8 | 8 | — | — |
| " | North Detroit School | 33 | — | — | 27 | — | — | 27 | 27 | — | — |
| Minn. | Faribault School | 254 | — | — | 71 | — | — | 71 | 71 | — | — |
| Miss. | Jackson School (19) | 136 | 47 | — | — | — | — | 47 | 47 | — | — |
| Mo. | Fulton School | 329 | 66 | — | — | — | — | 66 | 66 | — | — |
| " | St. Louis, Cass Ave. School | 32 | 5 | 5 | 22 | — | — | 32 | 32 | — | — |
| " | " Ninth and Wash Sts. School | 30 | — | 26 | — | — | — | 26 | 26 | — | — |
| " | South St. Louis School | 20 | — | 1 | 12 | — | — | 13 | 13 | — | — |
| Mont. | Boulder School | 30 | — | — | 12 | 5 | — | 17 | 12 | 5 | — |
| Neb. | Omaha School | 162 | 11 | 13 | 23 | — | — | 47 | 47 | — | — |

(2) to (19), see Notes, pp. 293-295.

TABLE III—CONTINUED.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1901

| Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location. | Number of Pupils. | | | | | | Summary. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Taught by SPEECH and SPEECH-READING. | | | Taught Speech and Speech-Reading. | | Number of pupils taught Speech & Speech-Reading. | | | |
| | Total. | No Manual Spelling. No Sign Language. | Taught also by MANUAL SPELLING. | | Speech NOT USED as a means of instruction. | Returned UNCLASSIFIED. | Total. | Speech USED as a means of instruction. | Speech NOT USED as a means of instruction. | UNCLASSIFIED. |
| | | | No Sign Language. | Taught also by SIGN LANGUAGE. | | | | | | |
| | Query 1 | Query 2 | Query 3 | Query 4 | Query 5 | | | | | |
| N. J. Trenton School | 138 | 54 | 65 | 19 | — | — | 138 | 138 | — | — |
| N. M. Santa Fe School (20) | 16 | — | — | — | — | — | — | — | — | — |
| N. Y. Albany School | 30 | 30 | — | — | — | — | 30 | 30 | — | — |
| " Brooklyn School | 71 | — | 71 | — | — | — | 71 | 71 | — | — |
| " Buffalo School (21) | 164 | 10 | 140 | — | — | — | 150 | 150 | — | — |
| " Fordham School | 109 | — | 109 | — | — | — | 109 | 109 | — | — |
| " Malone School | 81 | — | 73 | 8 | — | — | 81 | 81 | — | — |
| " N. Y. Lexington Ave. School | 211 | 211 | — | — | — | — | 211 | 211 | — | — |
| " " Wash'ton H'ghts Sch. (22) | 432 | — | 432 | — | — | — | 432 | 432 | — | — |
| " " West 76th St. School | 30 | 30 | — | — | — | — | 30 | 30 | — | — |
| " Rochester School | 171 | — | 171 | — | — | — | 171 | 171 | — | — |
| " Rome School (23) | 140 | — | — | 50 | 50 | — | 100 | 50 | 50 | — |
| " Westchester School (24) | 200 | — | 200 | — | — | — | 200 | 200 | — | — |
| N. C. Morganton School (25) | 230 | 90 | — | — | — | — | 90 | 90 | — | — |
| " Raleigh School | 79 | 12 | — | — | — | — | 12 | 12 | — | — |
| N. D. Devil's Lake School | 56 | 6 | 4 | 12 | 28 | — | 50 | 22 | 28 | — |
| Ohio. Cin'nati, W. Sixth St. (Oral) Sch. | 30 | 30 | — | — | — | — | 30 | 30 | — | — |
| " " " (Manual) Sch. | 8 | — | — | — | — | — | — | — | — | — |
| " " East Sixth St. Sch. (26) | 17 | 7 | 2 | 6 | — | — | 15 | 15 | — | — |
| " Cleveland School (27) | 62 | 55 | — | — | 7 | — | 62 | 55 | 7 | — |
| " Columbus School (28) | 518 | 239 | — | — | — | — | 239 | 239 | — | — |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Ohio. | Dayton School | 6 | 5 | — | — | — | — | 5 | 5 | — | — |
| " | Elyria School | 7 | 7 | — | — | — | — | 7 | 7 | — | — |
| Okla. | Guthrie School (29) | 53 | — | — | 6 | — | — | 6 | 6 | — | — |
| Ore. | Salem School (30) | 60 | 12 | 20 | — | 18 | — | 50 | 32 | 18 | — |
| Pa. | Edgewood Park School | 184 | 109 | — | — | — | — | 109 | 109 | — | — |
| " | Phila., Belmont Ave. School | 62 | 62 | — | — | — | — | 62 | 62 | — | — |
| " | " Mt. Airy School | 500 | 470 | — | — | — | — | 470 | 470 | — | — |
| " | Scranton School | 73 | 73 | — | — | — | — | 73 | 73 | — | — |
| R. I. | Providence School | 65 | 65 | — | — | — | — | 65 | 65 | — | — |
| S. C. | Cedar Spring School | 120 | 33 | — | — | — | — | 33 | 33 | — | — |
| S. D. | Sioux Falls School (31) | 52 | — | — | — | 9 | — | 9 | — | 9 | — |
| Tenn. | Knoxville School (32) | 236 | — | — | 85 | — | — | 85 | 85 | — | — |
| Tex. | Austin School (for colored) | 50 | — | — | — | — | — | — | — | — | — |
| " | Austin School (for whites) (33) | 359 | — | — | 169 | — | — | 169 | 169 | — | — |
| Utah. | Ogden School | 66 | — | — | 16 | 19 | — | 35 | 16 | 19 | — |
| Va. | Staunton School | 155 | 10 | 18 | — | 4 | — | 32 | 28 | 4 | — |
| Wash. | Vancouver School | 73 | — | — | 33 | 6 | — | 39 | 33 | 6 | — |
| W. V. | Romney School | 156 | 21 | — | — | — | — | 21 | 21 | — | — |
| Wis. | Appleton School | 7 | 7 | — | — | — | — | 7 | 7 | — | — |
| " | Ashland School | 8 | 8 | — | — | — | — | 8 | 8 | — | — |
| " | Black River Falls School | 5 | 5 | — | — | — | — | 5 | 5 | — | — |
| " | Delavan School | 202 | 121 | — | — | — | — | 121 | 121 | — | — |
| " | Eau Claire School | 14 | 14 | — | — | — | — | 14 | 14 | — | — |
| " | Fond du Lac School | 6 | 6 | — | — | — | — | 6 | 6 | — | — |
| " | Green Bay School | 7 | 7 | — | — | — | — | 7 | 7 | — | — |
| " | La Crosse School | 9 | 9 | — | — | — | — | 9 | 9 | — | — |
| " | Manitowoc School | 6 | 6 | — | — | — | — | 6 | 6 | — | — |
| " | Marinette School | 6 | 6 | — | — | — | — | 6 | 6 | — | — |
| " | Milwaukee School | 56 | 56 | — | — | — | — | 56 | 56 | — | — |
| " | Neillsville School | 8 | 8 | — | — | — | — | 8 | 8 | — | — |
| " | Oshkosh School | 8 | 8 | — | — | — | — | 8 | 8 | — | — |
| " | St. Francis School | 67 | — | — | 46 | 11 | — | 57 | 46 | 11 | — |
| " | Sheboygan School | 6 | 6 | — | — | — | — | 6 | 6 | — | — |
| " | Sparta School | 12 | 12 | — | — | — | — | 12 | 12 | — | — |
| " | Stevens Point School | 7 | 7 | — | — | — | — | 7 | 7 | — | — |
| " | Wausau School | 7 | 7 | — | — | — | — | 7 | 7 | — | — |
| " | West Superior School | 11 | 11 | — | — | — | — | 11 | 11 | — | — |
| Number of pupils in 113 schools* | | 10665 | 3020 | 1611 | 1009 | 621 | 626 | 6887 | 6161 | 621 | 105 |
| Percentage " " " " | | 100.00% | 28.3% | 15.1% | 9.5% | 5.8% | 5.9% | 64.6% | 57.8% | 5.8% | 1.0% |

*Total schools in U. S., 116. For statistics of other 3 schools see Table IV. For general summary of United States Schools see Table V For summary of Canadian Schools see Table VI. (20) to (33), see Notes, pp. 295-297.

TABLE IV.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF.

Statistics compiled from the *American Annals of the Deaf*, January, 1901, Vol. XLVI, pp. 86–100.

| Schools for the Deaf in THE UNITED STATES arranged alphabetically according to location. | Number of pupils present November 10, 1900. | | | | |
|---|---|---|---|---|---|
| | Total. | Taught Speech and Speech-Reading. | | | |
| | | Total taught Speech. | Speech Used as a means of instruction. | Speech Not Used as a means of instruction. | Unclassified. |
| Cal. North Temescal School | 32 | 8 | 5 | ? | 3 |
| Conn. Hartford School | 159 | 126 | ? | ? | 126 |
| D. C. Washington School* | 166 | 110 | 1 | ? | 109 |
| Number of pupils in 3 schools | 357 | 244 | 6 | ? | 238 |
| Percentage " " " | 100.0% | 68.3% | 1.7% | ? | 66.7% |

*Including the Kendall School and Gallaudet College.

TABLE V.—SPEECH-TEACHING IN AMERICAN SCHOOLS FOR THE DEAF, 1901.—GENERAL SUMMARY.

| Schools for the Deaf in THE UNITED STATES. | Number of pupils | | | | | | Summary. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Taught by Speech and Speech-Reading. | | | Taught Speech and Speech-Reading. | | Number of pupils taught Speech & Speech-Reading. | | | |
| | Total. | No Manual Spelling. No Sign Language. | Taught also by Manual Spelling. | | Speech Not Used as a means of instruction. | Returns Unclassified. | Total. | Speech Used as a means of instruction. | Speech Not Used as a means of instruction. | Unclassified. |
| | | | No Sign Language. | Taught also by Sign Language. | | | | | | |
| | Query 1 | Query 2 | Query 3 | Query 4 | Query 5 | | | | | |
| Number of pupils in 113 Schools (Table III) | 10665 | 3020 | 1611 | 1009 | 621 | 626 | 6887 | 6161 | 621 | 105 |
| Number of pupils in 3 Schools (Table IV) | 357 | ? | ? | ? | ? | 244 | 244 | 6 | ? | 238 |
| Number of pupils in 116 Schools | 11022 | 3020 | 1611 | 1009 | 621 | 870 | 7131 | 6167 | 621 | 343 |
| Percentage " " " | 100.0% | 27.4% | 14.6% | 9.2% | 5.6% | 7.9% | 64.7% | 56 0% | 5.6% | 3.1% |

## TABLE VI.—SPEECH-TEACHING IN CANADIAN SCHOOLS FOR THE DEAF, 1901.

| Schools for the Deaf in CANADA arranged alphabetically according to location. | Number of Pupils. | | | | | | Summary. | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | Taught by SPEECH and SPEECH-READING. | | | Taught Speech and Speech-Reading. | | Number of pupils taught Speech & Speech-Reading. | | | |
| | Total. | No Manual Spelling. No Sign Language. | Taught also by MANUAL SPELLING. | | Speech NOT USED as a means of instruction. | Returns UNCLASSIFIED. | Total. | Speech USED as a means of instruction. | Speech NOT USED as a means of instruction. | UNCLASSIFIED. |
| | | | No Sign Language. | Taught also by SIGN LANGUAGE. | | | | | | |
| | Query 1 | Query 2 | Query 3 | Query 4 | Query 5 | | | | | |
| Man. Winnipeg School | 63 | 15 | — | 2 | 2 | — | 19 | 17 | 2 | — |
| N. B. Fredericton School | 31 | — | — | 26 | — | — | 26 | 26 | — | — |
| N. S. Halifax School (34) | 111 | 56 | — | — | 8 | — | 64 | 56 | 8 | — |
| Ont. Belleville School | 258 | — | — | 61 | — | — | 61 | 61 | — | — |
| P. Q. Montreal : | | | | | | | | | | |
| " " Berri St. School (35) | 165 | 108 | — | — | 4 | — | 112 | 108 | 4 | — |
| " " Mile End School (36) | 103 | 58 | — | — | — | — | 58 | 58 | — | — |
| " " Notre Dame de Grace Sch. (37) | 56 | 14 | 8 | 13 | 9 | — | 44 | 35 | 9 | — |
| Number of pupils in 7 schools | 787 | 251 | 8 | 102 | 23 | — | 384 | 361 | 23 | — |
| Percentage " " " | 100.0% | 31.9% | 1.0% | 13.0% | 2.9% | — | 48.8% | 45.9% | 2.9% | — |

(34) to (37), see Notes, p. 297.

## NOTES.

(1) The above statistics have been received in reply to the following queries:

Query 1. Total number of pupils in this school?
Query 2. Number taught by speech and speech-reading, without being taught at all by the sign language or manual alphabet?
Query 3. Number taught by speech and speech-reading together with a manual alphabet, without being taught at all by the sign language?
Query 4. Number taught by speech and speech-reading and also taught by the sign language and manual alphabet?
Query 5. Number taught speech and speech-reading as an accomplishment, but speech not used as a means of instruction?

(2) *Berkeley School* (Cal.): Queries 1, 162; 2, none; 3, none; 4, 105; 5, 105. In a private note received from Dr. Wilkinson, he says: "I have put the same number of pupils after questions 4 and 5, simply because our oral and manual teaching are indissolubly connected and to my mind it is absolutely impossible for any school for the deaf to exist without signs being used."

(3) *North Temescal School* (Cal.): No report received. Statistics given in Table IV are from the Annals.

(4) *Colorado Springs School* (Col.): Mr. Argo says: "In almost any of our classes a sign or two would be used in a corner if necessary. In our oral classes the sign language is *not* used *habitually* or *frequently*, therefore we do not fit under No. 3."

(5) *Hartford School* (Conn.): Dr. Williams reports the total number of pupils in school, 154; in reply to Queries 2, 3, 4, and 5, he says: "We do not classify in that way." Statistics given in Table IV are from the Annals.

(6) *Mystic School* (Conn.): Miss Damon says: "Two of our pupils this year are taught entirely through their hearing, so that 35 would be a more correct answer, perhaps."

(7) *Washington School* (D. C.): President Gallaudet says: "I am sorry to seem disobliging in the matter of statistics, but the wording of your classification (the same I believe that Prof. Bell made use of last year) is such as to make me unwilling to have any thing inserted in your tables from our institution." Statistics given in Table IV are from the Annals.

(8) *St. Augustine School* (Fla.): Mr. Hare says: "There are 52 deaf pupils and of this number 49 answer for questions 3, 4, and 5, leaving 3 who receive no instruction in speech whatever."

(9) *Cave Spring School* (Ga.): Queries 1, 141; 2, *none;* 3, none; 4, 58; 5, none. Mr. Connor says: "The above are all white people. To question 2 I answer *none*, because I don't believe there ever has been or ever will be a deaf person taught speech without the use of signs of some kind."

(10) *South May Street School* (Chicago, Ill.): Queries 1, 48; 2, 0; 3, 48; 4, signs are not taught; 5, 0. Miss Cosgrove says: "We use the Combined Method—spoken and written language. Also manual alphabet. Signs are allowed as a means of conversation."

(11) *Jacksonville School* (Ill.): Queries 1, 557; 2, ?; 3, ?; 4, ?; 5, 212; unclassified "in oral classes," 345. In a note received from Dr. Joseph C. Gordon, he says: "I regret very much that your five questions are so framed that I can answer only the first one, as the others all require laborious explanations or qualifications. The total number of pupils in this school is 557; of this number 345 are enrolled in oral classes and 212 in the manual alphabet classes. The sign language forms no part of the authorized scheme of instruction in any class. The manual alphabet is not prohibited in the scheme of instruction in any class. The 212 pupils in manual alphabet classes include certain pupils who would be in oral classes if we had the means to employ teachers for them, in addition to pupils whose accomplishments in speech are next to nothing. All the pupils in the manual alphabet department have the opportunity to receive a limited amount of instruction in speech; the arrangement, however, is a makeshift and so unsatisfactory as hardly to be worthy of notation in our scheme of of instruction."

(12) *Indianapolis School* (Ind.): Queries 1, 326; 2, 59; 3, 0; 4, 87 (includes 4 kindergarten classes—49. The whole principally by speech and speech-reading and manual alphabet excepting the kindergarten); 5, 0.

(13) *Olathe School* (Kan.): Queries 1, 248; 2, 0; 3, 41 (without being taught at all by the sign language—"theoretically, of course, same as all such instruction elsewhere"); 4, 0; 5, 45 (speech not "relied on" as a means of instruction).

(14) *Danville School* (Ky.): Queries 1, 325 present; 2, 35; 3, 0; 4, 78; 5, 30. Mr. Rogers says: "We have one other class that began school last fall as a pure oral class, but the teacher broke down in health and has been absent the greater part of two months and the substitute knows nothing of articulation, and so I could not put them in the list of oral pupils. There are 14 in the class."

(15) *Hollins Street School* (Baltimore, Md.): No report received; figures of report of 1900 used.

(16) *McCulloh Street School* (Baltimore, Md.): Queries 1, 29; 2, none; 3, 20—the older children; 4, 9; 5, 0.

(17) *Flint School* (Mich.): 419 pupils; 20 oral classes containing 176 pupils; 103 pupils who go to articulation classes for from three-quarters to an hour a day. Mr. Clarke, in his letter, says: "Yours of April 13th received. I had hoped that you could have seen your way clear to change the form of these questions so that the head of a combined system school could answer them with a clear conscience, and without ignoring a very valuable part of the work done at such schools.

"I cannot answer questions two and three, because all of our pupils have lectures, debates, etc., in signs and the manual alphabet, which we consider of great use to them, and an important part of the education they get here; and signs and the manual alphabet are used in their industrial training. I do not care to say that these pupils are not taught at all either by signs or the manual alphabet.

"I cannot anwer question four, because to say that our oral pupils are taught by the sign language, etc., might convey the idea that these means were used in the class room.

"I do not care to answer question five, because of the words 'as an accomplishment.'

"We do not teach speech as an accomplishment. We have a number of pupils who make such hard work of learning speech, that we have gone

on with their education, without waiting for speech. Hoping that we may yet be able to teach it, we give them a daily drill, so that, even if they do not improve, they will at least retain what ability they have. Many of them will eventually go into oral classes. We have other older pupils who have some speech, etc., but not enough to do their school work in that way. These also have a daily drill to retain what they have, and possibly improve it. I should think I belittled this work if I spoke of it as an accomplishment.

"It really seems to me as if your questions were carefully framed so as to make them very hard for those who are in my position to answer. Could not you by taking thought put them in a form that would be easier? The answering of printed questions of this sort is wearisome work at best. When the questions are so framed that the answers require long explanation, it is doubly so. When they seem to have been intentionally so drawn, and you will excuse me if I say yours do, the temptation is very strong not to answer at all. Please try and get yours in a better shape, or don't ask them.

"We have 419 pupils.

"We have 20 oral classes containing 176 pupils.

"We have 103 pupils who go to articulation classes for from three-quarters to an hour a day.

"As you readily see, it is impossible to classify these as you request. If I answered the last four questions by saying 'none' I might put our school in a wrong light with those who did not know it. I imagine that every superintendent of a combined system school, and seven-eighths of the State schools are using this system, feel as I do about this matter. Your Association says it intends to help us. Can't you induce it to give a little help right here?"

(18) *Grand Rapids School* (Mich.): Miss Sullivan says: "This is a strictly pure oral school."

(19) *Jackson School* (Miss.): Queries 1, 136; 2, 47—"We try not to use signs or manual alphabet;" 3, 0; 4, 0; 5, 0.

(20) *Santa Fe School* (N. M.): Mr. Larson says: "Owing to the smallness of the appropriations granted this school no articulation work has been taken up since 1897."

(21) *Buffalo School* (N. Y.): Number taught by the sign language and manual alphabet, 14.

(22) *Washington Heights School* (New York, N. Y.): Mr. Currier says: "No. 3 comes nearer than any. We have 13 classes oral and aural classes where speech is *almost* exclusively used, but these same pupils use manual alphabet in case they cannot speak a word or phrase."

(23) *Rome School* (N. Y.): Queries 1, about 140; 2, 0; 3, 0; 4, 50; 5, 50.

(24) *Westchester School* (N. Y.): Queries 1, 200, present actual attendance; 2, 0; 3, 200; 4, 0; 5, 0. Miss Cloak says: "Speech, speech-reading, writing and the manual alphabet are the means of instruction employed by our teachers. Signs are not *taught*, but are allowed *during recreation hours* among the pupils."

(25) *Morganton School* (N. C.): Queries 1, 230; 2, 90; 3, 0; 4, 0; 5, 0. Mr. Goodwin says: "The above 90, occasionally a single word spelled."

(26) *East Sixth Street School* (Cincinnati, O.): Queries 1, 17; 2, 7; 3, 2; 4, 6; 5, 0. "Those 6 of No. 4 are taught by speech, speech-reading and manual alphabet. Signs used only for explanations, when necessary."

(27) *Cleveland School* (O.): Queries 1, 62; 2, 55; 3, 0; 4, 0; 5, 7, very slow pupils. "These seven are taught by writing—no signs, no spelling—all the speech and lip-reading they can take in."

(28) *Columbus School* (O.): Queries 1, 513; 2, 239; 3, 0; 4, answer to No. 2 can apply here in a limited way; 5, 0. Mr. Jones says: "I find it a very difficult matter to answer your questions so as not to mislead others and to satisfy myself. You understand that our children, oral and manual, associate out of school, and all the conversation is in the sign language and manual alphabet. We have eighteen classes doing what we call purely oral work, yet a visit to these for the purpose of answering your questions properly brought from each teacher a doubt when she read 'without being taught at *all* by the sign language and manual alphabet.' Therefore, my answer to number two means that we have two hundred and thirty-nine children taught speech and by speech with the sign language and manual alphabet restricted and in many schools eliminated. Without this explanation I feel that our answer to the question would not be the complete truth; to fail to answer the question would be farther from the truth, as it would give the reader to believe that we have speech only in an indifferent way, whereas we are doing strong work in it. I hope you will publish this statement in connection with my answer."

(29) *Guthrie School* (Okla.): Miss L. K. Thompson says: "I aim to use speech and speech-reading as a means of instruction when possible."

(30) *Salem School* (Ore.): Queries 1, 60; 2, 12; 3, 20; 4, 0; 5, about 18. Mr. Wentz says: "We try to prevent the use of signs as a means of instruction."

(31) *Sioux Falls School* (S. D.): Mr. Simpson says: "During the past two years we have not had the means of employing an articulation teacher. We have kept up the department as best we could, however, and can make a fair report. After this term we expect to be up with the best of them in the way of an articulation department."

(32) *Knoxville School* (Tenn.): Queries 1, 236; 2, 0; 3, 0; 4, 85; 5, 0, so far as I understand what would be a fair interpretation of the question based upon the ordinary use of the word "accomplishment." Mr. Moses further says: "I have filled out the blank form in the only way that I can answer the questions as put, with literal exactness, though such answers must fail to convey any understanding or suggestion of what we are trying to do in the way of speech-teaching and lip-reading. We have thirty-five children whom we call our oral pupils. Their school-room instruction is meant to be entirely by speech. We have some fifty others who receive oral instruction daily. There are no children in any of our classes who do not know the manual alphabet and some signs. Outside the school room we would not hesitate to use signs or manual spelling to teach a pupil something desirable for him to know if either or both should seem to be the best method available under the circumstances. As I came to my office with your letter in my hand one of our oral pupils met me, and said: 'My teacher wants some lead-pencils, some scratch-paper and some blotters,' so well as to have been clearly understood by any one who could hear, but he did not vocalize the final 's' in 'pencils' or in 'blotters.' There were several other people waiting to see me. I did not have two or three minutes to devote to him. Still I did not wish to let the matter pass without correction. I gave him the idea in two or three seconds by using signs and the manual alphabet. Such things occur scores of times every day, hence I cannot insert any figures in answer to your (2) and (3), and it is not fair to let the answer 'none' go unexplained."

(33) *Austin School* (for whites) (Tex.): Queries 1, 359 enrolled this session; 2, 0; 3, 0; 4, 169 (manual means of communication *very* little used in the class room); 5, 0.

(34) *Halifax School* (N. S.): Number in school 111; taught by speech and speech-reading together with writing, 56; taught by manual alphabet, 55; of the 55 taught manually, 8 receive a little attention in speech.

(35) *Berri Street School* (Montreal, P. Q.): Number taught by the sign language and manual alphabet, 53.

(36) *Mile-End School* (Montreal, P. Q.): "Forty-five pupils are taught by writing, manual alphabet and sign language."

(37) *Notre Dame de Grace Street School* (Montreal, P. Q.): Queries 1, 62 (6 of these are blind); 2, 14; 3, 8; 4, 13; 5, 9.

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## SUPPLEMENTAL NOTES.

(3) *North Temescal School* (Cal.): Report received too late for insertion in the tables: Queries 1, 35; 2, 0; 3, 0; 4, 35; 5, 0.

(15) *Hollins Street School* (Baltimore, Md.): Report received too late for insertion in the tables: Queries 1, 29; 2, 29; 3, 0; 4, 0; 5, 0.

# PROCEEDINGS OF THE ANNUAL MEETING OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF, HELD AT ROCHESTER, NEW YORK, MAY 28, 1901.

The Annual Business Meeting of the American Association to Promote the Teaching of Speech to the Deaf was held on Tuesday, May 28, 1901, at the Institution for the Deaf, Rochester, N. Y.

The meeting was called to order at 11 o'clock, President Alexander Graham Bell in the chair. There were present the following members of the Association:

Dr. Alexander Graham Bell, Dr. A. L. E. Crouter, Mrs. A. L. E. Crouter, Miss Caroline A. Yale, Dr. Z. F. Westervelt, Mrs. Z. F. Westervelt, Mr. Edmund Lyon, Mr. F. W. Booth, Miss Rebecca Sparrow, Mrs. John E. Wellington, Miss Antonia B. Hopeman, Miss Caroline E. Christian, Miss Estella Satterthwaite, Mrs. J. C. Lung, Miss Rosa M. Halpen, Miss Elizabeth VanIngen, Miss Carolyn B. Osborn, Miss Harriet E. Andrews, Miss Helen C. McNall, Miss Frances W. Wood, Miss Leela M. Sutherland.

The call for the meeting was read in which it was stated that the purpose of the meeting was to elect three directors and to transact such other business as might come before it.

The minutes of the last annual business meeting, held at Mt. Airy, July 13, 1900, were read and upon motion were approved.

The meeting then proceeded to the election of three directors to fill the places of Miss Caroline A. Yale, Mr. Edmund Lyon, and Mr. Richard O. Johnson, made vacant by expiration of term. The Secretary reported that in accordance with the provision in the Constitution requiring it, nominations for the office of director had been made in writing and placed in the hands of both the

President and Secretary one month prior to the date of election, and that the persons nominated for election at this time were Miss Caroline A. Yale, Mr. Edmund Lyon, and Mr. Richard O. Johnson.

On motion the Secretary was instructed to cast the ballot for the election of the persons named, upon which the President announced that Miss Caroline A. Yale, Mr. Edmund Lyon, and Mr. Richard O. Johnson had been elected to serve as Directors of the Association for the term of three years.

The Treasurer then made the following report of moneys received and disbursed by him for the period from July 1, 1900, to May 28, 1901:

RECEIPTS.

| | |
|---|---|
| Balance as per Report, June 30, 1900 | $1043 21 |
| L. S. Fechheimer, annual subscription | 25 00 |
| Life-memberships, Miss Fuller, Mr. Gruver, Dr. Crouter, and Mr. Booth | 200 00 |
| Alexander Graham Bell, annual subscription | 1500 00 |
| American Security & Trust Co., income invested funds, 11 mos. | 1020 54 |
| Alexander Graham Bell, for purchase of linotype metal | 43 50 |
| Sales of publications | 19 74 |
| Advertising | 47 50 |
| Subscriptions to Review | 8 50 |
| Annual dues | 710 00 |
| Interest on bank deposits | 18 16 |
| | $4636 15 |

DISBURSEMENTS.

| | |
|---|---|
| Salary and wages account | $2136 63 |
| Printing Review, 4 numbers | 555 11 |
| Printing—job-work, cuts, etc. | 44 07 |
| Translating | 82 10 |
| Binding, mailing, and postage on Review | 26 33 |
| Engraving | 48 74 |
| American Security & Trust Co., eight Life-membership fees transferred to Endowment Fund | 400 00 |
| Mailer and galleys | 25 00 |
| Safe | 40 00 |
| Postage, express, telegraphing, traveling, etc. | 250 16 |
| Balance | 1028 16 |
| | $4636 15 |

F. W. BOOTH, *Treasurer.*

The President made announcement of the following standing committees: Executive Committee—President Alexander Graham Bell, Dr. A. L. E. Crouter, Miss Caroline A. Yale. Mrs. Gardiner G. Hubbard, Mr. Edmund Lyon, and the Secretary, Dr. Z. F. Westervelt, ex-officio. Finance Committee—Mr. Richard O. Johnson, term expires in one year; Mr. Edmund Lyon, term expires in two years; Dr. A. L. E. Crouter, term expires in three years. Necrology Committee—Miss Sarah Fuller and Mrs. Gardiner G. Hubbard.

On motion the meeting adjourned.

A reception in the evening tendered by Dr. and Mrs. Westervelt to the members of the Association and citizens of Rochester, was a most enjoyable occasion.

## PROGRAMME OF THE DEPARTMENT OF EDUCATION FOR THE DEAF, BLIND, AND THE FEEBLE-MINDED, NATIONAL EDUCATIONAL ASSOCIATION.

Department of Education for Deaf, Blind, and Feeble-Minded, of the National Educational Association, meeting in Detroit, July, 8-12, 1901, will hold its sessions in Woodland Avenue Congregational Church, on the afternoons of Wednesday, July 10, and Friday, July 12.

The officers of the Department are, Miss Mary McCowen, Chicago, Ill., President; Mr. E. R. Johnstone, Vineland, N. J., Vice-President; Mr. E. A. Gruver, New York City, Secretary.

The following programme for the Department has been arranged:

Wednesday Afternoon, July 10.

1. Address of Welcome: W. C. Martindale, Superintendent Public Schools, Detroit, Mich.

2. President's Address: Mary McCowen, Supervising Principal, Chicago Day Schools for the Deaf.

3. The State in its relation to the Defective Child: Dr. Francis Burke Brandt, Professor of Pedagogy, Central High School, Philadelphia, Pa.

4. Illustrations of work by pupils from the Detroit Day Schools, Miss Elizabeth Van Adestine, Principal.

5. The Day School Law: Hon. S. Wesslius, Grand Rapids, Mich. Discussion by E. E. Allen, Superintendent School for the Blind, Overbrook, Pa., E. R. Johnstone, Superintendent School for Feeble-Minded, Vineland, N. J., J. O. Foshay, City Superintendent of Schools, Los Angeles, Cal.

Friday Afternoon, July 12.

1. Sensory and Motor Defects in Chicago School Children:

Dr. D. P. MacMillan, Department of Child Study, Chicago Public Schools.

2. The Lesson to be Learned by the General Teacher from Experience in Teaching Arithmetic to the Blind: Superintendent Frank H. Hall, Institute for the Blind, Jacksonville, Ill.

3. Thought Expression through Speech, Rhythm, and Blackboard drawing, by pupils from the McCowen Oral School for Young Deaf Children, Chicago, Ill., Cornelia D. Bingham, Head Teacher.

4. Address (subject to be supplied): Gardner Fuller, Superintendent School for the Blind, Batavia, N. Y.

5. The School a Social Center: (name of speaker to be supplied). Discussion by F. W. Booth, Editor ASSOCIATION REVIEW, Philadelphia, Pa., Mrs. Marion Foster Washburn, Delegate Mother's Congress, Elkhart, Ind.

Business Meeting.

The Akouphone Company, Mr. M. R. Hutchinson, Manager, will be represented by a demonstrator with the necessary instruments to give tests of deafness during the entire time of the Convention, on the parlor floor of the Woodward Avenue Congregational Church, where an exhibit of school work will also be installed.

An exhibit of regular class work with pupils will be held from 9 to 12, Wednesday, Thursday, and Friday forenoons, on the second floor of the Central High School Building.

Accommodations can be secured in advance in private homes at reasonable rates by corresponding with Miss Elizabeth Van Adestine, chairman Local Committee for Department Sixteen; address, 114 Winder Street, Detroit, Mich.

Guides will meet all incoming trains and will conduct parties to any portion of the city desired.

Members of Department Sixteen are requested to register early at the Secretary's desk on the first floor of Hotel Cadillac. Badges can be secured at Department Headquarters in Parlor "6" on the third floor of the hotel.

A social entertainment is being planned for the Department by the Local Committee.

# EDITORIAL.

**The Statistics of Speech-Teaching**

Elsewhere in this issue are presented the annual statistical tables of speech-teaching in American schools for the deaf. The returns from the various schools are in response to the same series of questions that has been employed in two previous inquiries, and therefore they comprise the third of three sets of returns that may be used for purposes of study and comparison. Taking the returns of a year ago and the returns from the present inquiry and making comparison between them, we find the number of schools in the United States this year is 116, an increase of 1 school over the number of the previous year; the number of pupils in attendance is 11,022, an increase of 272, or 2.5 per cent.; the number of pupils taught by speech and speech-reading, without sign language or manual spelling, is 3,020, an increase of 263, or 9.5 per cent.; the number taught by speech and speech-reading, with a manual alphabet but without sign language, is 1611, a decrease of 32, or 1.9 per cent.; the number taught by speech and speech-reading, with a manual alphabet and sign language, is 1009, an increase of 14,[1] or 1.4 per cent.; the number taught speech and speech-reading but speech not used as a means of instruction, is 621, an increase of 39, or 6.7 per cent.; the total number taught speech by the several methods is 7131, an increase of 247,[1] or 3.6 per cent.; the total number taught speech, with speech used as a means of instruction, is 6167, an increase of 198,[1] or 3.3 per cent.

It will be noted that while the total pupilage of the schools increased in a year by 272, the number of pupils taught speech increased by 247,[1] which would go to indicate that nearly all the new pupils—90.8 per cent. of them—are being taught speech;

[1]For statistics of 1900, see corrected Table in the REVIEW for December, 1900, p. 549.

but this can not be so precisely determined, as there is always a certain amount of shifting from and to oral classes among the older pupils in the schools, and while these latter movements may balance each other so that they may not affect the problem, still they may not, and their difference may count either way, to increase somewhat the above percentage, or to decrease it.

Attention is specially directed to the diagram accompanying the tables. The light lines indicate the direction and measure of the changes that have taken place in the work of speech-teaching since 1884, as appear from the figures of the Annals statistics. The dark lines in like manner show the changes that have taken place in the work since 1899, along the several lines of inquiry pursued in the statistics as presented in the REVIEW. It will be noted that upon the single line of inquiry common to the two sets of statistics, namely, that showing the total number of pupils taught speech, the points at 1899 exactly coincide, and at 1900 they are separated by but an insignificant distance. The Annals line starting at 1884, and its second line at 1892, show steady and almost uninterrupted growth in the speech-teaching work of the schools throughout the periods they embrace. The second line starting at 1892, and showing from that year the percentage of pupils taught "wholly or chiefly by the oral method," is particularly interesting and significant in the story that it tells; for it shows that the entire growth of the speech-teaching work of the schools is accounted for by the growth along this line—and indeed more than accounted for, for as will be observed, the lines (A and B) are slowly tending together, the lower line rising more rapidly than the higher. The figures of course are corroborative of this, as they show a gain in the interval from 1892 to 1900 in the number of pupils taught speech (by all methods) of 2763, and in the number "taught wholly or chiefly by the oral method," of 2957, the latter gain exceeding the former by 194. (Annals statistics, 1892: Total taught speech, 3924; taught wholly by oral method, 1581. Corresponding figures for 1900 are 6687 and 4338.)

Upon the whole the statistics in their showings are most encouraging as indicating the gradual and continuing enlargement of the work of speech-teaching in the schools, but, better than

that, as indicating that the enlargement is almost wholly along the lines that make speech an important means of instruction if not in every case the chief instrument employed.

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**The Summer School**

The project of a summer school for the benefit of teachers of the deaf desiring to take additional training, we are pleased to announce, has reached the stage of decision on the part of the Association officers to enter upon the undertaking. At a meeting of the Board of Directors, held at Rochester, N. Y., on May 28, the question was taken up and considered, and the above conclusion was reached. It will be recalled that at the January meeting of the Board in New York City, the question of a summer school was brought forward, but at that time action upon it was deferred awaiting further information as to the need and desire for the school, to be obtained from the Superintendents and Principals of the country direct by correspondence. The correspondence had upon the subject between the General Secretary and the heads of the schools was laid before the Board at the Rochester meeting, and the views expressed by the latter were carefully considered. The very generally favorable attitude assumed toward the project in the letters was especially noted, and it had much weight in determining the final action of the Board. We had purposed to quote extensively in this article from the letters received, in order that the profession at large might have full knowledge of the sentiment in them that guided the Board, and that will guide it, in its course, but the voluminous character of the correspondence and the limits of our space, preclude this publication, and permit only brief reference to the expressions in the letters upon the several points upon which information was requested.

Upon the main question, as to the practicability and desirability of a summer school, the sentiment was almost unanimously favorable, in some instances very emphatically so, and there was the strongest assurances of the support and encouragement that

the school would receive at the hands of the Superintendents in all their relations to it. Upon other points, as to location of the school, the time of its sessions, the length of the term, the tuition to be charged, the character of the instruction to be given, and the probable number of teachers in the schools who would attend, there was naturally a great variety of opinion advanced, local considerations more or less governing the expression in each instance. Suffice it to say, the views set forth upon the various points all converge to practical ends, and they will be of much assistance it may be believed in guiding future action to wise conclusions.

The Board of Directors at the Rochester meeting, after a canvass of the subject in its several phases, and a review of all the problems involved, took action by the passage of the following resolutions:

*Resolved,* That the American Association to Promote the Teaching of Speech to the Deaf, in view of the rapid growth of speech-teaching in the schools for the deaf of the country, and in recognition of an existing and increasing demand for trained and skilled teachers, shall as a part of its work undertake the establishment and maintenance of a summer school of training.

*Resolved,* That a Committee of three Directors, one of whom shall be the President of the Association, be appointed to organize a permanent summer school of training with full power to direct its operations, the first session to be held in the summer of 1902.

In pursuance of the latter resolution the President appointed Dr. A. L. E. Crouter and Miss Caroline A. Yale to act with him as the Committee of the Board in charge of the work of organizing the summer school and directing its operations, Dr. Crouter being Chairman of the Committee. It is unnecessary to say that this is an exceptionally strong committee, and that it will have the full confidence of the profession in the important undertaking that it has in hand.

The appointment by the Board of the time of the first session of the school as the summer of 1902, will give the Committee ample time for a thorough study of the situation and for the proper formulation of plans for meeting its requirements; we may

feel well assured that whatever shall be decided upon as to the various questions of detail that may arise in the work of organization, the action finally taken in every instance will be with broad and comprehensive views of the work in its most pressing needs, and with a wise discernment as to ways and means for meeting those needs through the opportunities and the instrumentalities that a summer school will provide.

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**Fechheimer Admitted**

The pleasing information comes that Mr. A. Lincoln Fechheimer who has been in Europe during the past two years studying, has successfully passed his examinations at the Ecole de Beaux Arts, Paris, and is admitted. He ranks sixth among 150 foreign applicants of which only fifteen are taken. There can be only one feeling and that of gratification among Mr. Fechheimer's host of American friends at this his latest, and probably, under all the circumstances, his greatest achievement. Congenitally and totally deaf, Mr. Fechheimer has successively made his way through Clarke School for the Deaf at Northampton, the High School of his native city, Cincinnati, Columbia University, New York—at which institution he took the degree A. B.,—and he now stands ready to enter upon a course at one of Paris' greatest schools. His career at this school, it is hardly necessary to say, will be watched with much interest and, too, with confident anticipation by all who know him and who are conversant with his history and his achievements up to this time, that he will acquit himself with his usual credit and meet successfully all the demands that his studies and his work shall make upon him.

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The dates of the Convention at Buffalo are July 2-9 and of the meetings of Department XVI at Detroit, July 10-12. This arrangement of dates makes it possible for teachers to attend both the Buffalo and Detroit meetings without loss of intervening time, if they desire so to do.

**New School Buildings**

The corner stone of the new building of the Western Pennsylvania Institution at Edgewood Park was laid on May 16 with appropriate ceremony. The address was delivered by Rev. J. H. McIlvaine, D. D., of Calvary Episcopal Church, Pittsburg, and the stone was laid by Rev. John G. Brown, D. D., for many years President of the Board of Trustees. A large number of the former pupils of the school were present upon the occasion by special invitation of the Principal. The new building is to replace the one burned a year and a half ago.

We glean from a Hartford paper that the new primary and oral building at the American School for the Deaf has been named Cogswell Hall in memory of Dr. Mason F. Cogswell, one of the founders of the institution and the father of one of its first pupils, Alice Cogswell. The name is an exceptionally appropriate one, and fittingly bestowed.

## THE SEVENTH SUMMER MEETING.

The Seventh Summer Meeting of the American Association to Promote the Teaching of Speech to the Deaf has been appointed by the Board of Directors of the Association for the summer of 1902, to be held in conjunction with the summer school then to be inaugurated. The exact time and place of the meeting will be fixed later, when they will be announced.

## ARNOLD'S MANUAL.

Teachers of the deaf will be gratified to learn that a new edition of the above named work is now in press and will soon be issued. The full title page of the work is: "Arnold on the Education of the Deaf—A Manual for Teachers—Revised and Rewritten by A. Farrar, F. S. G.—Approved by the College of Teachers of the Deaf, London." The work is printed by Francis Carter, Printer, Iron Gate, Derby, England—price net and post free, $1.25. Money may be sent direct to the printer, Francis Carter, by post-office order for the amount, payable to him.

Dr. Philip G. Gillett, ex-President of the American Association to Promote the Teaching of Speech to the Deaf, and still a member of its Board of Directors, recently celebrated his sixty-eighth birthday. The occasion was touchingly remembered in letters of congratulation and boxes of flowers by his old pupils of Chicago and Jacksonville, and by the officers of the Institution of which he was for forty years the able and honored head. Dr. Gillett's many friends will unite in congratulations to him upon reaching so advanced an age, at the same time regretting his feebleness and continued ill-health.

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The Minnesota School for the Deaf is to be congratulated that in the recent enactment of a law creating a State Board of Control, the provisions of the law were made to apply only to penal, reformatory, and charitable institutions, permitting the school for the deaf to remain under control of its own Board of Trustees and thus, in its system of management, in association with the other purely educational institutions of the state. To the energetic efforts of the State Association of the Deaf is chiefly due this wise action on the part of the Legislature.

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The retirement of Mr. Frank W. Metcalf from the Superintendency of the Utah School will be sincerely regretted by his many friends in the profession, and it may be hoped that it does not mean his permanent retirement from the work. His successor in the position of Superintendent will be Mr. Frank M. Driggs, a teacher in the school, who enters upon his duties after June 7. Mr. Driggs took the normal course at Gallaudet College, and later was a teacher in the Illinois Institution where he made for himself a most enviable record as a teacher. The work of the school will undoubtedly be kept by Mr. Driggs up to the high standards attained and maintained by Mr. Metcalf. Mr. Metcalf we understand will enter upon the work of fruit culture in one of the western states.

The death of Miss Caroline C. Sweet of the Hartford School, after an illness of a year or more, removes from the work one of its most widely known and most accomplished teachers. She was the author of the series of language books entitled, "First Lessons in English," that is in almost universal use in American schools for the deaf. Her death is a loss not only to the Hartford school, but it will be felt equally a loss to the entire work of the instruction of the deaf.

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Dr. A Graham Bell as Expert Special Agent of the Census of the Blind and the Deaf, is sending out cards to Superintendents and Principals with questions relating to pupils admitted to the schools between June 1, 1890, and June 1, 1900. The information obtained will be used in the work of checking and verifying the returns of the enumerators of the twelfth census, and will be added to a card catalogue prepared by Dr. E. A. Fay for use in the eleventh census, which contains the names of pupils admitted to schools for the deaf in the United States between April, 1817, and June 1, 1890. In order to preserve uniformity, the form of card and the instructions for filling in the blanks are the same as were used by Dr. Fay in 1890. The catalogue is preserved in the Volta Bureau, and is accessible, under suitable restrictions, to representatives of schools for the deaf.

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Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary has a list of teachers and also one of Superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments. The General Secretary requests teachers whose names are on the list to notify him at once upon their securing positions. And the same request is made of Superintendents—to give immediate information when the vacancies on their teaching staff have been filled.

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# THE ASSOCIATION REVIEW

PUBLISHED BY THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF

EDITED BY

FRANK W. BOOTH

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# The American Association to Promote the Teaching of Speech to the Deaf.

(Incorporated Sept. 16, 1890.)


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THE ASSOCIATION REVIEW.

VOL. III, NO. 4.

OCTOBER, 1901.

# THE LAW AND THE DAY SCHOOL FOR THE DEAF.[1]

SYBRANT WESSELIUS, GRAND RAPIDS, MICH.

By a potent recommendation through an executive message to the legislature of 1899, the late Governor Pingree inaugurated a movement favorable to the instruction of the deaf by the oral method, so called, through the medium of day schools. The beneficiaries of this education, including the family and friends of the students, will ever hold him in grateful remembrance for this successful effort to restore the deaf in Michigan to the society of the hearing and a better citizenship. Without first creating an organization adapted to educating the public at large up to a point of accepting new methods, it is difficult to add a new department of instruction to the state's educational system.

It is not, however, impossible of accomplishment, if, as in this state, the movement is fortunate in obtaining first, the endorsement of the chief executive, the press, and a few of the leading members of the legislature. Through all of these means both the necessity and the desirability of the instruction of the deaf by the oral method in day schools were established. Much assistance was rendered the cause by Mr. A. W. Smith, of Cleveland, Ohio, Mr. Robert C. Spencer, of Milwaukee, and Dr. Alexander Graham Bell, of Washington. Deaf children cannot be educated in institutions as economically as in day schools, and this fact appealed strongly to such members of the legislature as did not have the inclination to examine the merits of the methods employed and the results obtained. It will not be difficult to pro-

[1]A paper read before Department XVI, N. E. A., July 10, 1901.

cure the passage of a similar law in other states when a like environment is thrown about the attempt that procured its passage in Michigan as well as in Wisconsin. The Michigan law after a trial of nearly two years has proven to be very satisfactory, easy of construction and application, and devoid of intricate machinery for the establishment of schools and easily harmonized with the school laws of the state. It may be found in the Public Acts for Michigan for 1899, on page 266, and can be safely followed as a model in other states, subject to such modifications as the State Constitution and school laws may require.

Briefly its provisions are as follows:

The local school Board, generally acting upon the petition of the parents of deaf children, makes application to the Superintendent of Public Instruction for permission to establish and maintain a school for the deaf.

It is mandatory upon the Superintendent of Public Instruction to grant permission, where there is an average attendance of not less than three children over the age of three years, whose parents or guardians reside within the state.

The local Board, after the establishment of the school, is required to report its condition and such other facts as may be required to the State Superintendent.

The State Treasurer is directed to pay the local Board out of the general funds of the state the sum of $150 for each deaf pupil instructed in the school for nine months during the school year and a part of such sum apportioned to the actual attendance of such pupil.

The funds received from the state must be kept separate from the other funds of the local Board and can be expended only for the payment of salaries of teachers and for school appliances; all other sums unexpended being returned to the State Treasurer.

All teachers in such schools are appointed and employed as all other teachers in the public schools are appointed and employed.

All applicants for positions must be qualified by having special training for teaching and also special training in the teaching of the deaf, including at least one year's experience as a teacher in a school for the deaf.

The oral system shall be used exclusively, but, if after nine months' trial any child shall be unable to learn by the oral method no further expense shall be incurred in the attempt to educate it. Any person of sound mind, who by reason of defective hearing

cannot profitaby be educated in the public school as other children are taught, shall be considered eligible to enter any of these schools

It will be noticed that the law is general in its terms, leaving the details to be worked out by the different authorities charged with the duty of executing it. There is danger always of conflict of opinion upon a subject of this nature. It was deemed wise, therefore, to close by law the matter of the advisability of the establishment of these schools, and to prevent a disagreement with the Superintendent of Public Instruction by making it mandatory upon him to issue the permit when the local school Board has decided it necessary to establish one of the schools.

It was deemed expedient also to eliminate all questions as to methods of instruction by requiring the oral system exclusively, leaving no room for the disagreements existing between teachers of the deaf. It secures therefore uniformity in methods of instruction, so that a child may go from one school to another and its education continue as it was begun.

It fixes the expense to the state at a like sum for each pupil, leaving no discretion upon this subject to any authority except the legislature, trusting the local Board, however, to represent it in making the expense reasonable. The salaries of the teachers are fixed by the local Board, and range from a minimum salary of $800 upward. The law was flexible upon this point in view of the lack of uniformity in the qualifications of teachers of the deaf and by reason of the difficulty in obtaining a sufficient number of teachers to take charge of all the schools who used similar methods of instruction.

The provision relative to the qualification of teachers was made just strong enough to prevent persons wholly inexperienced in this branch of education from obtaining positions, and this must continue to be the condition of the law upon this subject in this and other states until the services of expert teachers of the deaf can be more easily obtained, or until the training given them at the institutions and training schools is more nearly uniform than at present. I trust I may be pardoned, if, as a layman, I suggest the necessity of a closer union between institutions graduating

teachers of the deaf with a view to requiring all their graduates to attain something like equal degrees of proficiency. If this is not done it may be necessary to fix the qualifications in the organic law of the school, although there are many reasons why this is not desirable, chief among which is that the growth of the work in new fields will be retarded. The discussion of methods to be employed, when coupled with an attempt to determine the qualifications of a teacher, is quite likely to confuse the patron of a school and result in the child's return to the institution.

The law makes it mandatory upon the local Board to furnish all necessary appliances which makes it possible for partially deaf children, and especially those who are indigent, to have the advantage of all new appliances and devices which may be invented for their benefit. This provision has been found very beneficial, especially in view of the competition between the institution having ample funds for this purpose and the day school. It was deemed advisable at first by the proponents of the law to make a provision for the partial maintenance and care of indigent deaf children attending day schools, but this was finally dropped in response to the general plan of the law which is to place deaf children in all respects upon an equality with the hearing in obtaining an education.

It is this general underlying principle to which its success can be mainly attributed. It cannot be denied that a deaf child should have the right to an education and continue to be a member of the family enjoying the comforts and experiencing the sorrows of home. Its deafness should not be an excuse for depriving it of the care and nurture of the family during the most tender years of its existence. To compel a child to become separated from the family and be educated at a state institution, with all the suffering attendant upon the process, both to the parents and the child, savors of barbarism, however well meaning the state may be in so doing. There was a time when the deaf were confined in the same institution with the insane. There will be a time when only two classes of deaf children will attend state institutions; first, those who belong to indigent parents, or are orphans and must therefore become wards of the state in order

that their physical wants may be administered to, that is, those that belong to the same class as hearing children that now find their way to state homes for children that are abandoned or neglected; second, those who desire a higher education than can be obtained at the local high schools and academies, or who seek to obtain a technical education which the institution for the deaf can alone provide.

It seems to me, from observation during the last two years, that there should be provided by the state, in addition to day schools, opportunity for the special instruction of the deaf in certain trades and professions at the state institutions, and that special privileges should be extended to the deaf child studying the higher branches, to the extent of providing for its entire maintenance, if necessary, during this course of instruction. To carry out the plan of fully restoring the deaf child to the society of the hearing, the higher education should not be undertaken until it has reached the age where all danger of its tendency to seek the exclusive society of the deaf has passed.

I will not attempt to go into a detailed study of the subject at this time, but this subject of the relation of the state school to the day school is a fruitful field of inquiry and study for the friends of the deaf. When the state institution appreciates the opportunities that are before it in this regard, it will no longer maintain an unfriendly attitude toward the day schools, because it will have the same interest in them that the college and university now have in the public schools and academies and will be concerned chiefly in encouraging them and in insisting upon a higher degree of proficiency on the part of teachers and pupils all the time. The time when harmony and unity of purpose shall exist between the state institution and the day school can only be fixed when it is known to what extent the day school will be the principal means of giving an education to the deaf. In one or two of the states this can be determined now, but unless better facilities for organizing schools than now exist in many of the states are found, it will be delayed many years.

The friends of the law have discovered that the existence of the law itself results in the establishment of but few schools, and

that notwithstanding the efforts made to give to the law the widest publication possible through the press, and that notwithstanding the established schools and the methods of instruction have been widely advertised through the daily press, yet the establishment of other schools does not result and special work is required to establish them.

A large percentage of the deaf are in indigent circumstances, many of them are the children of parents only partially acquainted with the English language, while others are either indifferent or discouraged by reason of the child's condition, and thus make no effort to better its educational advantages. I believe this fact to be well established, that without the special work of an expert instructor of the deaf, who at the same time has the ability of an organizer, day schools for the deaf will not grow in number very rapidly, and indeed in many communities will never be established.

The schools now established in Michigan and Wisconsin, so far as I know, have all required the services of an organizer having special fitness for the work. We are just learning that all teachers of the deaf, however proficient they may be, are not well equipped to organize schools. The work of organizing seems to require an ability that but a few expert teachers of the deaf possess. Great care should be used in selecting the organizer, because if the field is once canvassed and the effort has failed, new difficulties are added to further work in the same direction. The work of organization should be directed from some central authority, and in accordance with some well defined plan adopted by either the state or an interstate organization of the friends of the deaf, unless it is undertaken by the state itself. This last plan seems to me to be the most feasible, especially where a number of day schools are already established and the methods of instruction have been thoroughy tested. There should be connected with the department of Public Instruction a superintendent or supervisor of day schools for the deaf whose duties it would be to pass upon the qualifications of teachers, to have general supervisory control of the schools, with power to regulate the curriculum of studies, books, and appliances to be used therein,

and who should be charged with the duty of organizing schools and enforcing the laws compelling the attendance of pupils.

It is said upon good authority that there are between three and four hundred deaf persons of school age in the state of Michigan who do not attend any school, and that a like proportion obtains in other states. Wherever a day school has been established the compulsory educational law applicable to hearing children can be enforced, but their attendance cannot be compelled at the state institutions, involving, as it does, the removal of the child from the possession and immediate control of the parent. This condition alone should warrant the employment of a supervisor or superintendent of schools for the deaf. In some of the smaller states, where there would be but few of the day schools, the time of such superintendent or supervisor could be divided between other duties connected with the office of Superintendent of Public Instruction and the interests of the deaf. The creation of such a position, with its duties in each of the several states, will require time and much labor preliminary to its accomplishment, and must of necessity follow the passage of a law creating the schools and the establishment of one or more schools under it. In the meantime, I may be pardoned, perhaps, if I suggest that all work done in the future for the deaf should be under the supervision of one general organization, managed as work of this character is generally done, and constituted of a membership composed of leading educators and friends of the deaf in the different states. Such an organization should be under the control of the friends of the oral method who favor the day school in preference to the institution, but who, of course, are at the same time willing to aid all efforts to promote the teaching of speech to the deaf in institutions.

By means of such an organization the progress of the work in the different states, its needs, and requirements could always be determined. The influential friends of the deaf who would be willing to aid in the passage of proper laws for the establishment of schools would be known and a state organization perfected to further the work. Through the excellent work done by Dr. Bell, the Census Bureau has obtained a more or less complete list of

the deaf children and their parents throughout the whole country. Through such an organization, communication with the parent would be established, literature distributed, and a general awakening of interest accomplished. While it is true that a state organization might accomplish all this, the history of the movement seems to teach us that state organizations rarely or ever precede the passage of a state law and the establishment of schools. Such an organization would supplement the great work already done for the deaf by giving to it a tangible form by way of a more detailed effort to pass a law in the several states. Valuable as its services might be in this direction, it seems to the writer that it would render an equally valuable service in other directions, a few of which I take the liberty of referring to. First, it seems to me, as a layman only, not as an expert teacher of the deaf, that so-called training schools for teachers of the deaf should be under the control, as to the degree of proficiency of its graduates, of some national organization. As a general rule the parent of the deaf child is wholly unacquainted with the methods of instruction, and a local school Board does not find itself much better qualified to pass upon them. Both are wholly unacquainted, as a rule, with the training required to make an expert teacher of the deaf, and therefore persons who have had some experience in the teaching of the deaf, whether by the sign method or otherwise, are quite as likely to be employed as those who have had special training in a proper school. The state institutions are constantly sending out into the world persons who have had the care of their children, all seemingly equipped, so far as the public knows, to continue the work. If a general organization, which would of course be recognized as authority on the subject, would undertake to recommend graduates of schools fully equipped to produce expert teachers, and deny recommendations to graduates of other schools, it seems to me that great good would be accomplished. Persons selected as organizers should also be recommended by it. The work to be done with legislative bodies should be under its immediate direction and control, or of its agents authorized to speak for it. It should aid in procuring teachers for schools and aid graduates of training schools to ob-

tain positions. It should aid local Boards in procuring the establishment of schools; furnish legal opinions when necessary upon the law creating them. I might multiply many times the services which such an organization could render to the cause of the deaf if time did not fail me, but briefly, it should render such services as the State Phonological Society of Wisconsin, and the friends of the deaf in Michigan have rendered in their respective states, with such other and further services as its more extensive jurisdiction would require.

In this paper I have given you the views of a layman for what they are worth, conscious only that they are given with the hope that to some extent they may aid the cause in which we are all so deeply interested.

# THE HYGIENE OF THE EAR.[1]

EMIL AMBERG, M. D., DETROIT, MICH.

As knowledge of diseases of the ear increases, the importance of prophylactic measures in this branch of medicine is better understood. This paper deals with the hygiene of the ear: First, in connection with the proper care of the nose and throat; second, with general diseases; and, third, in general daily life.

The close connection of the nose and the throat with the ear through the eustachian tube, which, especially in children, forms a comparatively short and wide communication between the nasopharynx and the middle ear, readily explains why diseases of the first affect the latter. These affections are brought about in two ways. A certain amount of air must constantly be in the tympanic cavity, and all of us are acquainted with the consequences of an abnormally diminished air supply. As the air is absorbed it must be renewed. The constancy of the air-supply is guaranteed by a permeable eustachian tube; therefore one can readily understand why, for example, adenoid growths may cause changes in the middle ear, which permit us to speak of an adenoid ear. Again and again, this fact has been brought to the attention of the general practitioners, of educators, of the laity, and, in spite of all, it seems to be neglected. Whenever we see a child breathing with open mouth, and we learn that it snores at night, if it has a characteristic nasal pronunciation, sometimes also a stupid expression, we should always examine for adenoids, and, when they are found, we should remove them. There scarcely seems to be a more satisfactory operation at our disposal, and the advisability of examination for adenoids should be suggested to parents. Whenever the proper ventilation of the nose and of the nasopharynx is interfered with, secondary pathologic

[1]Reprinted by permission from the Philadelphia Medical Journal; originally read before the Section on Surgery and Ophthalmology, at the annual meeting of the Michigan State Medical Society, held at Mackinac Island, July, 1900.

changes may easily take place and the middle ear may be infected through the eustachian tube, or if pathologic material is blown into the ear. Adenoid children frequently suffer from nasal catarrh. In cleaning the nose as a rule, both nostrils are closed, and it is not surprising that, in this way, microbes are thrown into the middle ear, where they find a favorable soil to grow. A case in point came under my care July 5th, 1900:

Mr. E. M., aged twenty years, says that he never had trouble with his ears until last January. At that time he blew his nose in the usual improper way, and felt immediately "as if the left side of the head was plugged up." About one week later he noticed a discharge from the left ear. Last April he used some salt water as snuff, closed both nostrils and, as he expressed himself, accidentally "washed a little in the other (right) ear." Since that time he has had continuously a "funny" feeling, as he says, in the right ear. Upon examination: Right ear, drum membrane injected in upper half, especially in posterior part, somewhat bulging, no pain. Left ear, perforation in anterior lower quadrant, ear apparently dry. Hearing diminished in both ears for voice and watch. Weber on right. Spur of nasal septum on left. General health not good the past year, and still under treatment for pulmonary trouble.

If we further consider that sometimes, in order to influence a nasal catarrh, the proper source of which is not found, a nasal syringe is used, instead of instruments like Fraenkel's or Bermingham's nasal douche, it does not surprise us that harm is done when good is intended. Especially in children the nasal syringe should be abandoned, on account of the short and wide eustachian tube.

Professor Guye[1] (Amsterdam) comes to the conclusion: "First, no syringing should take place in the nose, but only instillations should be employed, unless the physician has proved to satisfaction the permeability of the nose. In the first years of life, the nasal cavity should not be syringed at all. Second, if the nasal cavity should be syringed, there never should be used a tip which closes up the entrance to the nose." A. Bruckmann[2] tells of a number of cases compiled from the literature, in which the nasal syringe caused disease in the ear. Bacteriologic examinations by Netter and Zaufal[3] showed that in most cases of otitis media after irrigation of the nasal cavity Diplococcus pneumoniae Fraenkel-Weichselbaum and Streptococcus pyogenes

have been found in the tympanic cavity. Muehr recommends care in irrigating the nose.

If a syringe must be used, Schwartze's instrument is preferable, because it works from the nasopharynx towards the front. Concerning the treatment of adenoids as a prophylactic measure for disease of the ear, nothing short of removal of the growths at the earliest opportunity can be recommended. Haug reports that in 347 of 410 cases adenoids were the cause of diseases of the ear.

Enlarged tonsils do not require less attention, and also every affection of the nose and nasopharynx which interferes with the proper circulation of air. Ad. Barth[4] says: "On account of some observations I am compelled to think that under circumstances a simple prevention of free breathing through the nose may give rise to an acute or chronic suppuration in the middle ear."

Fink,[5] in his valuable essay, quotes Wurtz and Lermoyez, who showed that the normal secretion of the nasal mucous membrane destroys microbes. Only the normal secretion, however, acts in this way. Fink speaks of the evil effects of coryza in infants, which shows itself in affecting proper nutrition, sound sleep, etc.

Of all affections of the ear, 60 per cent. are said to be caused by affections of the nose and the throat, and still the strange combination, oculist and aurist, exists. We know that infection of the ear takes part in general diseases more than is commonly supposed, be it through the eustachian tube or through the circulation, or through centrally located affections. Recently this fact has come more and more to attention by the search in autopsies for pathologic changes in the ear. Although it is a well-known fact that in many acute infectious diseases the ear is not exempted, as in diphtheria, scarlet fever, measles, influenza, pneumonia, mumps, typhoid fever, etc., it remained for a more recent date to show in what an unexpectedly large percentage of cases the ear is involved.

In this connection, I may add a suggestion in treating an acute suppurative middle ear. Politzer[5] says that with every acute middle-ear suppuration pus is found in the cells of the mastoid process, because pus flows into the mastoid antrum and

cells when the patient lies on his back. This, naturally, does not always lead by necessity to a real inflammation of the mastoid process. According to this statement by Politzer, it might, perhaps, be advisable to consider whether it would not be wise to forbid these patients to lie on the back for a number of days, in order to avoid a mastoid complication.

A very important factor in preventing deafness and deaf-mutism is the proper consideration of marriages between people who are deaf and in the families in which deafness exists. We have a direct, or an indirect inheritance,[6] and the result of consanguineous marriages. Direct inheritance is caused if one or both of the parents are deaf-mutes; indirect inheritance is such that develops deaf-mutism only in the second or third, or even later, generation. However, deaf-mutes, or consanguineous parents may have children with entirely normal ears. Alexander Graham Bell,[7] after a careful study of the question of consanguineous marriages, says: "I do not look upon the consanguineous marriage as a cause of deafness, but as a means of increasing and intensifying the defect where a tendency to deafness already exists. We have no proof that a consanguineous marriage produces deafness in a family which has, hitherto, been free from the defect." He says further:[8] "1. A deaf person, not born deaf, who has no deaf relatives, will probably not increase his liability to have deaf offspring by marrying a blood relative. 2. A deaf person, born deaf, who has no deaf relatives, will probably increase his liability to have deaf offspring by marrying a blood relative. 3. A deaf person, whether born deaf or not, who has deaf relatives, will probably increase his liability to have deaf offspring by marrying a blood relative, especially if that relative should happen to be on the deaf side of the family. For example: If his father has deaf relatives and his mother has none, he will be more likely to have deaf offspring if he marries a relative of his father than if he marries a relative of his mother." Speaking in general, he says:[9] "As there are few families entirely free from constitutional defects of some kind, a prudent person would do well to avoid a consanguineous marriage in any case, not necessarily on account of deafness, but on account of the danger of

weakening the constitution of the offspring. Remoteness of blood is eminently favorable to the production of vigorous offspring, and those deaf persons who have many relatives deaf would greatly diminish their liability to have deaf offspring by marrying persons very remote in blood from themselves. Deafness and other defects would be most likely to disappear from a family by marriage with a person of different nationality. English, Irish, Scotch, German, Scandinavian, and Russian blood seems to mingle beneficially with the Anglo-Saxon American, apparently producing increased vigor in the offspring." As probabilities for guidance for deaf people, in order to diminish the liability to have deaf offspring, Bell gives the following: First, by marrying a hearing person in whose family there is no deafness. Secondly, by marrying a deaf person (not born deaf) who has no deaf relatives, or a hearing brother or sister of such a person.

Professor Fay[10] divides 5000 marriages, in whch 8000 deaf persons were concerned, into two groups, those concerning people known to have deaf relatives, and those not known to have had such, etc. Deaf persons who have deaf relatives will have nearly forty per cent. of deaf children, while deaf persons without deaf relatives, who marry, will have only 1.2 per cent. of deaf children. Brooks comes to the conclusion that "The intermarriage of people with deaf relatives is almost sure to result in deaf children, more than half of the children being deaf, whether the marriage is between deaf or hearing people."

It is important to mention that *lues hereditaria* may cause deafness, even in more advanced ages. I had two cases under my observation which I think to be of this character; other symptoms make the diagnosis very probable. One girl became deaf when about fifteen and a half years old, and another at the age of ten. Frankenberger[11] believes that adenoids can cause deaf-mutism. This can be easily understood if we remember that a child always becomes a deaf-mute if it is deaf before it is four years old, and usually if it is deaf before it is seven years of age.

As acquired deafness mostly results after meningitis, scarlet fever, diphtheria, typhoid fever, smallpox, etc., we understand the

necessity of continuously paying attention to the organ of hearing under these circumstances. If a child that can already speak becomes deaf, it should be induced to speak much and plainly, and it should enjoy, as soon as possible, instruction for deaf-mutes. We know that the German method (reading from the lips and use of the sound language) is the most advisable. This also should be learned by persons who are only hard of hearing and not entirely deaf. Jacobson recommends it; I do the same, but I find that my advice cannot be followed in Detroit at present, as I wish it could, on account of the lack of teaching facilities. It seems, however, that this condition will be remedied very soon.

Knowing the connection of the nose and throat with the ear, we should avoid anything which may affect the former. It, therefore, is of great importance that we breathe pure air. We all know that there exist more nose and throat trouble at those times of the year when the wind and the vehicles whirl up the dust on the street. This is a very well-known fact, but little attention is paid to it. Considering that the average number of respirations in an adult is sixteen in a minute, 960 an hour, and 7,680 in eight hours, it certainly must make a difference to the nose and throat, and to the general system, what kind of material we inhale. Whoever keeps his eyes open must be astonished at the lack of understanding and the lack of care which is exercised to avoid the whirling of particles called dust. Nearly every hour of the day the most simple precautions are neglected. Dry dusting and dry sweeping in the house and on the streets should be avoided. As much as possible the streets should be properly cleansed before people go to their places of occupation. They should be kept free of dust as much as possible, and this should also be considered in public meeting places. I am of the opinion that carpets and draperies should not be used in places where many people meet. That little respect exists for dust can clearly be seen when we remember that travelers in parlor cars even pay the attendant for whirling up the dust from their clothes and hats, so that they and their companions get the full benefit of the same. I think that the dust and the smoke in Chicago have not little to do with the bad prognosis in pneumonia.

At Atlantic City, during the meeting of the American Medical Association, we could enjoy pure air in one part of the city, and only about one hundred yards from the boardwalk, vehicles raised an amount of dust which could not have been worse in any place. If the dust contains microbes they can do their work; if it does not contain them, it prepares the soil for them. The evil effects of dust in various occupations have been recognized, and one of the most important hygienic propositions of today is to procure, under all circumstances, pure air.

Winckler[12] says, quoting an experience of Wegman: "In a woodturner's shop a woman suffering from tuberculosis of the lungs occupied a certain separate place. After she died, a robust and healthy looking girl was engaged. Soon she acquired tuberculosis and died. Another successor experienced the same ill fate. The place got a bad repute on account of the dangerous wood-dust. After close observation, however, it was found that the first tuberculous patient had constantly expectorated on the chippings, and that these had been left in their place for a time until they were removed, at long intervals; that the sputum dried out and got into the air; in this way the successor found a working place strongly impregnated with tuberculosis bacilli. She did not do better than her predecessor, and this gave cause for further infection. There does not exist any doubt that the susceptibility of the entirely healthy organism for the infection for the Bacillus tuberculosis can be prepared by the dust. This infection may be more or less slight; respectively, may occur after a shorter or longer time limit."

Dr. B. R. Shurly, of Detroit, in a paper before a local medical society, reported the very important observation that he found a considerably larger percentage of diphtheria among children who lived on unpaved streets.

An equal temperature is also most important. It has been said that we catch heat as much as we catch cold. We also should avoid the possibility of cold air being blown into the meatus on very cold days, such as we have in Michigan; especially people with wide ear-canals should be careful. I would recommend wearing a little cotton in the meatus in those days. People with perforated drum-membranes must not allow water to enter the ear, not only to prevent an inflammation of the tympanum, but also to avoid the possibility of water entering the lungs in this way. The opinion has been expressed that sudden death while bathing might sometimes be attributed not so much to heart failure as to the before-mentioned cause.

Unwelcome conditions may follow the piercing of the lobules

of the ear. The late Max Thorner,[13] in an interesting paper on the subject, tells of the bad results—sometimes even fatal—which may follow this "barbaric" custom.

Attention should be directed to the abuse of drugs, especially of quinin, by the public, and sometimes by the physician. Guder[14] made experiments which proved, among other things, that, first, one gram of quinin hydrochlorate diminishes considerably the hearing for the watch, and sometimes for the voice, after a time of two to two and a half hours. Second: That in eleven cases out of twelve noises appeared after one and a quarter hours, and that these noises lasted until the next morning in cases which remained long enough under observation. Incidentally, Guder remarks that quinin, if given on account of fever, might best be given two to two and a half hours before an attack is expected. Schwabach[15] concluded from clinical observations that permanent disturbances in the ear may take place even after moderate doses of quinin and salicylic acid. It is a custom whenever there seems to be a slight disturbance, to "break up the cold" by taking quinin. I know of a lady who took quinin right along in small doses, as a preventive, without any occasion whatever.

The Fourth of July nuisance must also be considered. I might mention two patients of mine—a lady whose hearing was impaired, not by her own carelessness, on a Fourth of July; the other one, a boy who injured his ear by firing off about fifty firecrackers. It little astonishes us to hear of those things when we know of the danger to which the ear is exposed with artillerymen, etc.

In regard to the proper care of the system, Haug, in his excellent essay, "Die Grundzuege einer hygienischen Prophylaxe der Ohrenentzuendungen," etc., strongly recommends that the teeth should be cleansed and gargles applied in the evening before retiring, and that this should be done after each meal. Further, he recommends rinsing the mouth before each meal. Haug says (page 9): "I can quote from my experience the instance that in some families tonsilitis, diphtheria, etc., which had been endemic in the same, stopped entirely since they followed my orders, without any other help" (removal from infected rooms, operation, etc.) The proper way of gargling consists (Haug) in allowing a small amount of fluid to move slowly backwards, the head being kept in a half-reclined position, and to throw the fluid out after the muscles of the throat contract by reflex. Also a gymnastic of the lungs is advisable; six to twelve deep inspirations should be made, the mouth kept closed during that time, and this should be re-

peated in bed six to twelve times, not oftener, in a horizontal position. Haug reports that this procedure also helps to procure a sound sleep.

The public, in general, becomes aware of the value of the organ of hearing only after it is impaired. We physicians, guided by our experiences, should carefully steer the public through the straits of life and again and again point out to them where danger threatens.

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[7] Marriage: "An Address to the Deaf," Volta Bureau, Washington, D. C., page 15.

[8] *Loc. cit.*, page 16.

[9] *Loc. cit.*, page 17.

[10] "Inheritance of Deafness," Professor N. K. Brooks, *Johns Hopkins Bulletin*, Vol. XI, No. 110, page 113.

[11] Jacobson, *loc. cit.*

[12] "Ueber Gewerbekrankheiten der oberen Luftwege," page 54.

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# HISTORICAL NOTES
## CONCERNING THE TEACHING OF SPEECH TO THE DEAF.[1]

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## APPENDIX Y.

ORIGINAL SUBSCRIPTION PAPER, 1815, MAY 1, TO DEFRAY GALLAUDET'S EXPENSES IN EUROPE.

[The following is copied from a manuscript in the possession of Mrs. Alice C. W. Hodge and Miss Mary E. Weld, of Chestnut Hill, Philadelphia, grand-daughters of Dr. Mason F. Cogswell. The paper is labelled on the outside "Original Subscription for Deaf and Dumb, May 1st, 1815."—A. G. B.]

"We the Subscribers promise to pay Ward Woodbridge or Mason F. Cogswell the sums annexed to our several names for the purpose of defraying the expenses of the Revd. Thos. H. Gallaudet to Europe, that he may acquire the art of instructing the Deaf & Dumb in an Institution to be established in the Town of Hartford

City of Hartford, May 1st 1815

| | | |
|---|---|---|
| His Excellency | John Cotton Smith | One Hundred Dollars |
| | John Caldwell | do |
| | Danl. Wadsworth | do |
| | Nathl. Terry | do |
| | Ward Woodbridge | do |
| | Henry Hudson | do |
| | Danl. Buck | do |
| | Mason F. Cogswell | do |
| | Joseph Battle | do |
| | Wm. H. Imlay | do |

[1]By Alexander Graham Bell. Six chapters of this work have been published in Vol. II, also Appendices A to P. See Index to Vol. II. For Appendices Q to X, see the present volume, pp. 131 to 140.—ED.

Charles Sigourney .....One Hundred Dollars
Mehitable Wadsworth ....do....do.....do
Davd Porter .....do....do.....do
David McKiney .....do....do..... do
Isaac Bull .....Fifty.....do
Eliphalet Kimball .....One Hundred Dollars
Thos. S. Williams .....Fifty Dollars
John Morgan .....do....do
Saml. Tudor Junr. .....do....do
John Butler .....do....do
Geo. Goodwin .....Twenty five Dollars
John Beach .....do...do....do
Ward & Bartholemew .....do...do....do
Geo. Smith .....do...do....do
Joseph Rogers .....do...do....do
Jared Scarborough .....do...do....do
Wm. W. Ellsworth .....Twenty Dollars
J. W. Edwards .....do.....do
Barzillai Hudson .....do.....do
Cyrus Stanly .....do.....do
Moses Tryon .....Fifteen Dollars
I. B. Hosmer .....do.....do
Nathan Strong, Jr. .....do.....do
Chs. Seymour .....do.....do
Wm. Watson .....Ten Dollars
Russell B (?) .....do....do
Eliphalet Terry .....do....do
Seth Terry .....do....do
Lyndis Olmsted .....do....do
Thos. Lloyd .....do....do
Joseph Trumbull .....do....do
Saml. Tinker .....do....do
H. Burr .....do....do
C. Olcott .....do....do
E. Averill .....do....do
N. Patten .....do....do
Russell Talcott .....do....do
Joseph Wells .....do....do
Wm. Ely .....do....do
Spencer Whiting .....do....do
Talcott Wolcott .....do....do
Miss Susan Tracy .....Five Dollars
B. Hudson, Jr. .....do....do
M. Shepard .....do....do

C. Goodwin .....Five Dollars
Jona. Law .....do....do
J. Sargeant .....Eight Dollars
Geo. Goodwin, Jr. .....Five Dollars
D. Crowell .....do....do
J. Witter .....do....do
Chs. Goodwin .....do....do
Dudley Buck .....do....do
Aaron Chapin .....do....do
Peter Thatcher .....do....do
Cash .....do....do
Elder Sharp .....10....do

## APPENDIX Z.

### PUBLIC APPEAL IN AID OF THE HARTFORD MOVEMENT, 1815, MAY 22.

(From the *Connecticut Mirror.*)

### ASYLUM FOR THE DEAF AND DUMB.

We have withdrawn the editorial matter prepared for this week, in order to give place to the following article. The subject to which it relates, is one of the most interesting which can ever engage the attention, or call forth the exertions, of the charitable and benevolent, and we have no doubt it will, in the present instance, produce its natural and proper effects.

The situation of the DEAF AND DUMB has hitherto, in this country, been truly deplorable. Destitute of any other means of gaining knowledge than what are derived from those of their senses which are in exercise, and from such slight and general instruction as the kindness of friends has enabled them to furnish, it is much to be feared that they have generally gone through life almost entirely ignorant of those great, solemn, and all-important truths, on which depend not only their present, but their future felicity. Social life, must be to them, when thus neglected, a dismal blank.

The importance of this subject has lately gained the attention of a number of people in this city, & State. In Europe, particularly in Great Britain & France, the art of instructing this unfortunate class of persons, has

been carried to great perfection—to such perfection as to astonish all who have had opportunity to observe its effects.

IT IS COMPUTED THAT THERE ARE TOWARDS A HUNDRED DEAF AND DUMB PERSONS IN CONNECTICUT. For the purpose of affording them the means of knowledge, a number of gentlemen in Hartford, and the neighborhood have associated, and raised, by subscription, a sum of money, which is to be devoted to this interesting object.

As the success of the project depends on obtaining a competent instructor, they have engaged Mr. Thomas H. Gallaudet, of this city, to go to Europe for the purpose of acquiring the necessary science and skill. This gentleman is well known in this part of the country as a scholar distinguished for science, and a preacher of uncommon talents—amiable in his temper, and of eminent piety. He will sail from New-York, for England, in the course of a few days and expects to be absent for two or three years. It is proposed, on his return, to establish a school for the exclusive purpose of instructing *the Deaf and Dumb*, in the various ways which the nature of the case will admit, and prepare them for usefulness in this life, and to point out to them the path of faith and hope that leads to happiness in a future state of existence.

Although large sums have been subscribed by the liberal patrons of this undertaking, a sufficient sum to support Mr. Gallaudet, whilst abroad, has not yet been obtained. The contributions of the charitable are solicited for its encouragement, and success.

Subscription papers are lodged with Dr. Cogswell, and Mr. Ward Woodbridge, who will explain more minutely the objects and expectations of the Association to any person who may wish for information concerning it.

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Amid all the calamities which have of late so darkened the aspect of the world, it is matter of no small consolation to the benevolent mind, to witness the various efforts which are making, for meliorating the condition of man. Nor will the hope that rests on divine revelation be deceived, that these efforts, under the blessing of God, will eventually terminate in the universal diffusion of the peace and happiness of the earth. Benevo-

lence directed to its proper object will not be lost. The seed may be long hid in the earth, but a future harvest will crown honest labour with success. This is sufficient to encourage those efforts for doing good, which in their present prosecution may be attended with considerable embarrassment, and for the successful result of which, the charity which engages in them must be liberal enough to embrace in its view, generations yet unborn.

Still it is more grateful to *witness* the effect of our beneficence; to see the smile which we ourselves have lighted upon the cheek of sorrow, and to hear the sound of cheerfulness which our own charity has raised from the tongue of suffering. And where the object of relief is not only *present*, but owes its misfortune to some natural calamity or inevitable dispensation of Providence; where the impediments and difficulties under which it labours can be removed, and refined intellectual and moral excellence can be shed on its character, as it were by the touch of our beneficence, then it becomes a delightful duty to imitate the example of Him who went about doing good.

To such a duty it is the object of this paper to direct the attention of the Benevolent.

We have among us a class of our fellow men, the deaf and dumb, who are deprived by a wise Providence, of many resources of improvement and happiness with which the rest of mankind are favoured. Their *numbers;* their *condition;* and the *practicability* of affording them relief address loud claims to every feeling heart. A simple statement of facts will, it is hoped, be sufficient to excite the attention of the benevolent to this interesting subject.

At a session of the General Associaton of Connecticut, held in Sharon, June 1812, it was reported by a committee appointed some time before for the purpose, that within the limits of the several associations in the State, there were eighty-four deaf and dumb persons. A copy of this report is in the possession of Doct. Mason F. Cogswell, of Hartford.—Now no reason can be given why the whole population of N. England should not contain a proportionate number of the deaf and dumb. Taking then Connecticut as the standard, N. England contains more than *four hundred* persons in this un-

happy situation, and the United States upwards of *two thousand.* If this be anything like the true number of those who in N. England are shut out at present from almost all the sources of intellectual and moral improvement; what a subject of interest does it present to the benevolent heart. At present, there is not a single institution for the instruction of the deaf and dumb in N. England.[1] The benefits of such institutions will readily present themselves to the reflecting mind.—To say nothing of the inexpressible consolation which would be afforded to parents & friends, by establishing schools for the deaf & dumb; nor of the increase of enjoyment & usefulness in this life, which would thus be given to a considerable class of our fellow men—the single consideration of their having immortal souls, which may, by learning the glad news of salvation, become interested in that Saviour *who died for all men,* is sufficient to invest this subject with importance, which, it is thought, nothing but the want of correct information has hitherto denied it. Indeed it is matter of some wonder, that New-England, so attentive to the interests of her rising generation, so conspicuously pre-eminent among the nations of the earth for what her civil institutions have done with regard to the education of youth, should so long have neglected her deaf and dumb children. In this respect she is far behind most of the countries in Europe. In London, Edinburgh, Paris and other towns on the continent, there have been for many years schools for the education of the deaf and dumb. And the art of instruction there has been carried to such a degree of perfection that they are taught almost all that is useful and ornamental in life. However much it may surprise those who are unacquainted with the subject it is a fact capable of the most satisfactory proof, that the deaf and dumb in Europe have been taught not only to read and write and understand written language with accuracy and precision, but, in some cases, to understand spoken language, and to speak themselves audibly and intelligibly. Now if the deaf and dumb in our country can by a proper course of instruction be fitted for useful and respectable employments in life; if they can have their minds opened to the reception of such intellectual

[1]The Braidwood Institution at Cobbs, Va., was in operation at this time. See REVIEW II, p. 385.—A. G. B.

and moral improvement as will render them comfortable and happy on this side the grave, above all if they can be made acquainted with the revelation of God's mercy through Jesus Christ, who can hesitate to promote an object which is pregnant with so much good, and which addresses itself to the most enlarged views of Christian benevolence. In pursuance of this object, should it meet with sufficient encouragement, it will become necessary for the intended instructor to visit Europe for the sake of acquiring this art of instructing the deaf and dumb, which has there been carried to a great degree of perfection. For this pursuit, like most others, depends upon the *wisdom of experience* for its successful prosecution.

This paper solicits the pecuniary aid of those who are inclined to promote the proposed object. The honor of our country; the cause of humanity; the interest of religion plead in its behalf. It is hoped claims so powerful will not be resisited.

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*Extract from an account of the London Asylum for the deaf and dumb.*

"Visitors may there see children in all the progressive stages of mental improvement, advancing from the dull blank of solitary ignorance, as received by the instituton, to the several degrees of opening intellect, in the expanding mind of a communicative, useful, rational, moral, and religious being, acquiring with the use of language, a participation in the comforts of social intercourse and in the consolation of christian hope."

[This article was copied in full by the *Hartford Courant*, issue of May 24, 1815, credited to the *Mirror*.—A. G. B.]

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## APPENDIX 27.

GALLAUDET TO COGSWELL FROM FRANCE, 1816, JUNE 17.

[Copied from original in possession of Mrs. Hodge and Miss Weld, of Chestnut Hill, Philadelphia. For extracts from Gallaudet's letters to Cogswell, written in 1815, see REVIEW II, pp. 397-8.—A. G. B.]

HAVRE, June 17,

My dear Sir,

Tomorrow I expect to sail from this port in the Mary Augusta Capt. Hall, for New York in company with Mr. S. V. S. Wilder, Mr. Up( ? ) particular friend & a Mr. Clerc, whom perhaps you may have heard of, or seen his name mentioned in some of the papers. He is a Frenchman, born near Lyons, & ever since one year of age has laboured under the same difficulty with Alice. The Abbe Sicard has had him under his care for these 15 years past during a part of which he had charge of one of the classes in the Institution. He is the identical Clerc who with Massieu made such a figure among the nobility in London last summer. He goes with me somewhat in the character of an assistant in our intended establishment & as I do not like to have anything uncertain when it can be made sure, after having obtained the Abbe's consent, I have entered into actual stipulations with Mr. Clerc by which he is bound to remain with me for 3 years for a certain sum, which I will not mention at present,[1] but which if the good folks, my fellow citizens, do not choose to pay—I will quite take him off their hands.—But I am ironical when I ought to be very serious—Yes—my dear friend,—Providence has most kindly provided for my speedy & successful return by furnishing me with the most accomplished pupil of the Abbe Sicard & one, too, who is not less recommended by the probity & sweetness of his character, so far as I have been able to ascertain it, than by his rare talents. He already understands a good deal of English, we shall work hard together on the passage in order that he may acquire more, & a few months in America will quite make him master of it. The train of events which has thus led to my very unexpected departure I have not time to tell you.—I should have written you before but the affair was not *entirely* finished until within a few days past, and I did not like to write while there was any fear of disappointment.—

A few weeks will I hope conduct us to you. I look to God for his protection & blessing. To him be all the glory if our undertaking is at last crowned with success.

[1]For "Contract between Gallaudet and Clerc, 1816," see *Annals*, 1879, Vol. XXIV, pp. 115-117.—A. G. B.

I had a letter from you lately, but it was an old date —Feb. 4—I hope you are all well—I write in great haste,—my best love to Mrs. C. & the children. remember me to the rest of the family & to all friends—

Yours truly,
T. H. Gallaudet.

Addressed Dr. M. F. Coggswell,
Hartford, Conn.

Manchr. Packet. Postmarked "SHIP". Fourteen and one-half cents postage.

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## APPENDIX 28.

### Gallaudet to Cogswell on Arrival in New York, 1816, Aug. 8.

[Copied from original in possession of Prof. Henry A. Johnston, College of the City of New York, 17 Lexington Avenue, New York.—A. G. B.]

Thursday evening August 8, 1816.
On board the Mary Augusta.

My dear Sir:—

At six o'clock this afternoon, I once more saw my native land. How great is the goodness of God in thus again conducting me in safety across the mighty deep. We left Havre the 18th of June. Our voyage has been a long one. For twenty days after our departure we had a continual succession of head winds, so that we did not leave the French channel for ten days after we left Havre.

I wrote you a few lines by the Manchester packet. I know not whether she has yet arrived. We spoke her in 68° of longitude. In that letter I informed you of the arrangement I had made with Mr. Clerc, one of the Abbè Sicards most distinguished pupils—the same whom I saw in London the last summer. He has been a professor in the Institution in Paris for eight years past. You will be astonished at the progress which he

has already made in English, principally during our voyage. I have not the *least doubt* that a few months more will quite make him perfect in the more colloquial parts of our language. French he understands and writes *elegantly.*

He has engaged to remain with me three years. My reasons for this arrangement and everything relating to it, I must defer explaining till I see you which I hope will be in a few days.—Clerc has endured the voyage wonderfully. He has not been sick a *single* day, and has been the most industrious man on board, always at his books or writing.

I will not excite your expectations and those of my friends with regard to him. He shall speak for himself —or rather act and write so as to let you understand his character and talents.—My dear sir, I can hardly realize that I am so near my friends. The past is gone like a dream. I have much to admire of the great goodness of God towards me and my undertaking. I rejoice in my disappointments at London and Edinburgh. God ordered them in his infinite wisdom and goodness.—To Him be all the glory of the success with which our un-undertaking has been crowned. O! Let us not cease to trust in Him.—Good night, I shall add a few lines when I arrive in N. York. In the meanwhile I send my very best love to Mrs. C. and the family and my regards to all friends.

Friday afternoon.—I am safe on shore with my friend Clerc. I find all my friends well. There has been one breach in our family. My little brother Wallace has left them. Poor child, he suffered a great deal in body, but what I am told of his patience and apparent preparation for death is very consoling. He died on a Sunday. In the morning he told my mother when she entered the room, that he was afraid she would have found only his body there and that his spirit would have gone to God. He said he should die that night, which proved to be the case. Ah! How much sorrow he may have escaped! How much he may have gained.—

I see there has been some *stir* in the papers about our deaf & dumb project. I do not yet understand it. But one thing I *do* know, that if we do sincerely put our trust in God, he will order all things well.—Let me hear

from you on the receipt of this and say whether it will be *quite convenient* for Clerc and myself to come to your house. I know sometimes you have a great many friends with you.—Again I wish you all my best love.—

Yours truly,
T. H. Gallaudet.

Addressed Dr. M. F. Cogswell, Hartford, Connecticut.
Postmarked New York, Aug. 9th.

[The following postscripts by Clerc and Cogswell appear on the manuscript.—A. G. B.]

"I have just arrived at New-York with my good friend Mr. Gallaudet who has often spoken to me of Dr. Cogswell and also of the Amiable & interesting Alice. I long to see both, but I hope I shall soon be happy. For the means, while I beg to give you all my respectful *compliments*.

Laurent Clerc."

"This billet of Mr. Clerc's was written only sixty days after he commenced learning the English Language. M. F. C."

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## APPENDIX 29.

### Gallaudet to Cogswell from New York, 1816, Aug. (15 ?).

[Copied from original in possession of Mrs. Hodge and Miss Weld of Chestnut Hill, Philadelphia.—A. G. B.]

New York, Thursday afternoon.

My dear Sir:

Mr. Wilder will deliver this letter, my fellow passenger in the Mary Augusta, and one to whom we are *all* very much indebted for the interest which he took in our undertaking while I was in Paris, where he has resided for several years. He very much contributed to my acquaintance with Clerc, to my arrangements with him & in fine to all that related to the object of my mission. He

has been connected in trade with your friend ( ? ) from whom I received a letter of introduction to him. I recommend him to your warmest friendship as a man of very generous feelings & I trust a sincere christian.

I received your favor of Sunday last. Clerc has read the letter with no little enthusiasm. We both long to be with you, but a few days must yet separate us. We have not even yet got all our things from the ship & we are both a little indisposed by the sudden transition from cool weather to hot, so that we are quite overcome with lassitude & the effects of a summer epidemic which is just now quite prevalent here. We have yet many letters to write to our European friends. This & our other necessary arrangements, to say nothing of the wish I have to enjoy for a few days the society of my father's family, rendered more dear to me by the loss which they have felt during my absence, will probably detain us here till *Wednesday* of next week, so that you must not expect to see us till Friday or Saturday.—

We have been visited *by* & we have seen a great many persons. All take a great interest in Clerc. He is so modest & easy in his manners & converses with such ease and propriety with all that it is a matter of general admiration. We have much to do to get our establishment on an eligible footing. Many here speak of the necessity of a similar establishment in New York. A great deal is said of Mr. Gard of Bordeaux—Setting aside all personal feeling, I do think it will be not a little discreditable to our country if some *local* & state feelings cannot be laid aside in the commencement of a project like ours. But we will talk this all over when I see you. Clerc joins me in his best love to Mrs. C. & the family— My kind remembrance to all friends. D'nt wonder at my scrawl I write you in a state of very great debility & with hardly resolution enough to put my pen to the paper—

Yours most affectionately

T. H. Gallaudet.

Addressed

Dr. M. Cogswell—
Hartford.

Mr. Wilder.

## APPENDIX 30.

### NEWSPAPER ARTICLES RELATING TO THE HARTFORD MOVEMENT PRINTED IN 1816.

[These are too numerous and voluminous to be quoted in full. Copies of the following have been placed on file in the Volta Bureau, Washington, D. C.—A. G. B.]

(From the *Connecticut Mirror,* Hartford, Conn.)

1816, June 10: Contains Act of Incorporation of Connecticut Asylum, passed by Assembly at May session, 1816.

1816, July 1: Contains Proceedings of meeting of Connecticut Asylum at State House in Hartford 24th June, 1816. Also article "Asylum for the Deaf and Dumb," copied from the *Albany Daily Advertiser.* Also editorial as follows:

> "We this week present to the public the proceedings of the *Connecticut Asylum for the education and instruction of deaf and dumb persons,* and we presume that they will consider this institution as worthy of their support. We hope in a few weeks to be furnished with some interesting information from MR. GALLAUDET, who our readers already know, has gone to Europe, in order to qualify himself to take charge of this important institution."

1816, July 29: Contains article copied from the *Boston Recorder,* a review of the report of the Edinburgh Institution for the education of deaf and dumb children.

1816, Aug. 12: Contains article "Asylum for the Deaf and Dumb" copied from the *New York Commercial Advertiser*:—States that Gallaudet has visited the schools at London and Edinburgh and is now attending the school of the Abbe Sicard in Paris. Quotations given from Gallaudet's letter of May 10, 1816.

1816, Aug. 26: Editorial as follows:

> "We cannot withold our congratulations from our readers and the public at

large, on the arrival in this city, of the REV. T. H. GALLAUDET accompanied by his friend MR. LAURENT CLERC, one of the most accomplished pupils of the Abbe Sicard, and for eight years past, a professor, in the Asylum for the instruction of the Deaf and Dumb at Paris. Having accomplished the object of his mission to Europe, Mr. G. has returned to take charge of the Institution, which will shortly be opened in this City, and of which due notice will be given, as soon as the necessary arrangements can be made."

1816, Sept. 16: Contains article "Connecticut Asylum for the Deaf and Dumb" copied from the *Boston Recorder*—speaks of Gallaudet and Clerc's arrival in Boston—to solicit subscriptions.

1816, Oct. 28: Contains article "Deaf and Dumb," copied from the *Connecticut Journal*—gives Clerc's written address to a meeting of gentlemen of the Legislature, in imperfect English, with correction of language employed. Also Clerc's answers to questions.

1816, Nov. 18: Contains article "The Deaf and Dumb," copied from the *Albany Daily Advertiser* of Nov. 12—speaks of Clerc's visit to Albany accompanied by Cogswell and Gallaudet. Describes meeting in the Assembly Chamber in the Capitol on Saturday evening—comprising many of the members of the Legislature and ladies and gentlemen of Albany. Gives Clerc's address as read by Gallaudet—Clerc's answers to questions; Resolution thanking Clerc—with his reply; also report of committee recommending a form of subscription paper—subscribers to engage to pay amounts pledged to Dr. Cogswell or agent appointed by him.

1816, Nov. 25: Contains article "Deaf and Dumb" copied from the *Albany Daily Advertiser*—notes the departure of the gentlemen who lately visited the city as a committee to solicit contributions for the Connecticut Asylum; speaks of Clerc—and of the Deaf and Dumb generally—and urges that

means should be taken to ascertain the number of Deaf and Dumb in the state—by gentlemen coming to attend the Legislature at its session in January next.

1816, Dec. 23: Article "Deaf and Dumb" calls attention to Clerc's Philadelphia address printed on first page of paper—and speaks of the school to be established in Hartford under Gallaudet assisted by Clerc—of the large contributions to its funds made by the neighboring states—and trusts that much more will be done for this charitable and benevolent purpose. Speaks of the Thanksgiving Dinner of the *New England Society* in Philadelphia on the 28th of November and quotes the toast proposed by Laurent Clerc.

(From the *Hartford Courant*, Hartford, Conn.)

1816, Aug. 20: Contains a *"COMMUNICATION"* quoted from *New York Evening Post* signed *"Humanitas"*—congratulates country on arrival of Gallaudet and Clerc—and describes Clerc's accomplishments.

1816, Aug. 27: Editorial offering congratulations on arrival of Gallaudet and Clerc in Hartford.

(From the *Commercial Advertiser*, New York, N. Y.)

1816, Dec. 12: Quoted from the *Philadelphia True American:* Proceedings of public meeting at Washington Hall, South Third Street, on Saturday afternoon the 7th inst. Hon. Wm. Tilghman, Chief Justice in the chair. John Bacon, Secretary. Abstract of address by Charles Chauncey, Esq., gives Clerc's address in full as read by Gallaudet. Resolutions thanking Clerc and appointing a committee of ten to appoint suitable persons to receive contributions, and report proceedings in the public prints of the city:—Clerc's replies to questions—the whole signed by Wm. Tilghman, Chairman, John Bacon, Secretary.

## APPENDIX 31.

LETTER FROM NATHAN DILLINGHAM TO DR. COGSWELL REFERRING INCIDENTALLY TO A MOVEMENT IN BOSTON, MASS. TO ESTABLISH A SCHOOL FOR THE DEAF, 1816, AUG. 26.

(Copied from manuscript on file in Yale College Library.)

Lee, Mass. August 26, 1816.

Respected Sir:—

I am much gratified to learn that Mr. Gallaudet has returned, accompanied by a Pupil of the Abbe Sicard. I know nothing of the Constitution or requirements of your Establishment for the Deaf & Dumb, nor what is doing in your Quarter since the return of this Gentleman from France. But thinking as I do for my two unfortunate Children, as well as for others under the same frown of Providence, I hope the business will be forwarded with all due attention & despatch. And here I wish to mention to you what has been suggested by a Gentleman from Philadelphia who knows what my two deaf children can do,—that the oldest of them might be useful as a teacher of writing, making maps &c. She is quick at making and mending pens, as well as at comon writing, printing & German Text; is naturally industrious, always busy to some good purpose. These things, however, could be better seen on trial. If the managers of your institution could see fit, I would bring her to Hartford, to let them see what she can perform.

Will you be good enough to attend a little to this proposition, and send me a line on the business, also what progress is made, and how Scholars may be admitted ?

You perceive a similar thing is starting in Boston I have written to Dr. Freeman on the subject. But as we know not when this School may get established, and as the distance from hence to Boston is three times as far as to Hartford, duty & Inclination urge me to try to get hold of your School.—

I am

very respectfully yours—

Nathan Dillingham.

[On the 3rd page of this sheet, in a different handwriting, appears the following.—A. G. B.]

The foregoing was written by my oldest deaf Daughter,—quick, as she does everything, and too coarse. But she can easily write finer or coarser or better, as occasion may require.

If my Daughters can be received into your Asylum, it would be convenient to have a friend near them who can talk. I have a son teaching keeping an English School, with a few scholars in Latin & Greek; possibly he might obtain a school in your vicinity, if he can get recommended for his morals & faculty of teaching. But this matter I could see to, if I should come to Hartford, without troubling you. You have care enough on your (hands ?) to get the much desired school into operation.

May kind Providence succeed and prosper your endeavours in this important & laudable undertaking, and finally grant you a rich reward for your Labours & Love for the unfortunate.

N. D.

Doctor Cogswell.

(Addressed.) Dr. Mason F. Cogswell. Hartford.
(Postmarked) Lee Ms. Aug. 26.
(File mark) N. Dillingham. Aug. 16.—(26 ?)

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## APPENDIX 32.

### Letter from William Moore to Dr. Cogswell Suggesting that the Name of the Hartford School should be Changed from "Connecticut Asylum" to "American Asylum," 1816, Sept. 4.

(Copied from manuscript on file at Yale College Library.)

New York, Sept. 4th, 1816.

Dear Sir:—

Your friendly letter of the 26th ult. came safe to hand, and gave great pleasure by assuring me that recollecting an old friend was at all times pleasing to you, and that I, as such, had been brought fully to your view.—The renewal of friendship is indeed pleasant; it carries us back in life and we seem to live our time over again, enjoying the past with the present. Meeting an old friend is like drinking old wine; it cheers and warms the heart, enlivens and expands the soul. Their effects being so similar, is, I presume, the reason why we are fond of enjoying them both together.—A pleasure

which, I hope, you will not fail to let me have, whenever you make a visit to this City.—The account, which your letter contains respecting the pleasing prospects and probable success of your Institution is also very grateful to my feelings.—I have long felt an interest in the welfare of the deaf and dumb; for I had, many years ago, frequent opportunities of observing, with great satisfaction, how much Mr. Bradewood had done to ameliorate their condition.—And now it gives me great pleasure to think that those of our own country, in that unfortunate state, will have it in their power to be under the tuition of Mr. Gallaudet and his friend Mr. Clerc; both of whom, I think, appear to be admirably well qualified to fulfill the task they are about to undertake.—It does seem as if a kind Providence smiled upon your undertaking, by his enabling Mr. Gallaudet to return so much sooner than was expected, and to bring with him such an Assistant as Mr. Clerc; who is, undoubtedly, a most interesting and astonishing young man.—While he was in this City Mr. G. requested him, one day when I called on him, to give me a definition of the word *virtue*. His answer was written off hand; it (was) so prompt, and so proper, that I could not refrain from begging a copy.—I have shown it to a number of my friends, who all agree in opinion with me, that our ablest Divines, acutest metaphysicians, or, even, the Professor of Moral Philosophy himself with D. D. tacked to his name, could not have given a better one.—

Under such instructors there can be very little doubt of the success of your Institution.—I say *your* Institution, because I have no objections to its being established at Hartford, nor to your having the direction of it; and because I think that a more proper place, or better Director, could not be found in any other part of the United States.—But I would rather say *our* Institution, because I think it ought to be a *national Concern* And, if I might be permitted to give advice, I would propose an amendment to your Style and Title. Instead of calling it the *Connecticut*, I would call it the *American Asylum*, &c., &c., and send persons to every part of the Union to solicit funds for its support.—But whatever called, or wherever established, it will at all times and in every place, be entitled to the protection and patronage of the benevolent and humane.

You will be so good as to bring me to the recollection of Mr. Gallaudet and Mr. Clerc, and assure them of my best wishes for their health and happiness. And believe me, dear sir, ever very sincerely your friend & humbl. servt,

(signed) Wm. Moore.

Doctr. Mason F. Cogswell.

[Letter addressed to Doctr. Mason F. Cogswell, Hartford, Connecticut. Postmarked, New York, Sep. 6.—A. G. B.]

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## APPENDIX 33.

### Dr. Cogswell's Letters to his Wife in 1816.

(Dated Sept. 7, Oct. 30, Nov. 4, Nov. 6, Nov. 10, Nov. 17, and one dated Nov. 20 with an enclosed note for his daughter, Alice Cogswell.)

[Through the courtesy of Mrs. Wm. H. Hodge, a granddaughter of Dr. Mason F. Cogswell, we have been able to obtain copies of the following letters from Dr. Cogswell to his wife written in 1816. Mrs. Hodge was kind enough to lend the originals to my correspondent Mrs. Pratt, accompanied by the following letter:

"Chestnut Hill, Philadelphia, April 20, 1900.

Mrs. A. C. Pratt,

My dear Mrs. Pratt:—

Through my cousin Mr. Ledyard Cogswell, I have learned your desire to obtain information regarding our Grandfather's interest in and labors for the Deaf and Dumb—and his successful efforts in establishing the first Institution for them in Hartford.—I send, as you request, a few letters which may be of interest and regret that we have not found more bearing on the subject—I also send a pamphlet which contains an interesting notice of my Grandfather written by Dr. Summer.

Sincerely yours,

Alice C. W. Hodge.

Mrs. William H. Hodge,

Chestnut Hill,

Philadelphia.

The following are the letters referred to:—A. G. B.]

1816, SEPTEMBER 7.

"Boston, September 7, 1816.

My dear Mary:—

Here I am, in Ben (Brossel's[1]) Office, in the midst of Newspapers & Types &c. &c.—To save time, I have beg'd a pen, ink, & paper here, rather than go home to my lodgings, which are some distance off, & through one of your Boston crooked ways.—We arrived here about half past 12 the night after we left Hartford—& were mounted up into the 4th Gallery of a little world, called the *Exchange*, which we were very glad to leave the next day for a more peaceful and quiet lodging, at Mrs. Jones's in Pearl St. where we are comfortably lodged & fed—that is,—when we are at home, which is but a small part of our time—since our arrival we have been incessantly engaged in delivering our letters, feeling the pulses of the rich & contriving the best possible way of picking their pockets *genteelly*—matters, we think, are *working up*, towards a favorable issue—whatever impression Mr. Gallaudet and myself have made, Clerc is doing wonders—he makes them all stare—on change at the different Insurance Offices, at private parties, at our lodgings, & even in the streets—

We have not begun with our subscription paper as yet; but everything so far as we can judge goes well—

Mr. Gallaudet & Clerc join me in an affectionate remembrance to yourself & all the Children—our neighbours & friends likewise come in for a share in our affection—May a kind providence bless and preserve you till the return of

Your ever affectionate Husband,
Mason F. Cogswell.

Mrs. Cogswell.

Addressed to Mrs. Mary A. Cogswell,
Hartford, Connecticut.

Postmarked Boston, Mass. September 8.

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[1] The undecipherable name was probably "Russell's." There can be little doubt that Dr. Cogswell was writing in the office of Col. Benjamin Russell, the editor (in 1816) of the *Columbian Centinel*, a semi-weekly journal published in Boston, established by Col. Russell in 1784, and run under his management for more than 40 years. It has been said that, under Col. Russell's management, the *Centinel* "for a long period had no equal in controlling public sentiment."—A. G. B.

1816, OCTOBER 30.

"New Haven, Oct. 30th, 1816.

Dear Mary:—

Your letter with its enclosure arrived in season, but it did no good—nothing short of an immediate revelation would touch the hearts of the obdurate democrats, & ignorant & selfish federalists—the house, in the abundance of their liberality granted $5000—The Council sent the Bill back to them with $10000—the house refused to concur, & the Bill falls to the ground between them—Thus all our hopes from the Legislature, *for the present*, are blasted—and whether it will be best to apply to them in future, time and future circumstances must determine—Tell Mr. Jones he must not laugh—I acknowledge, I have realized his apprehensions, in full—we shall leave this, either this evening, or in the morning for New York; but I confess with a heavy heart—Dr. Mitchill has again got up his project of sending for Gard—we hasten on to try to stop it—you shall hear from me soon after I get there—I do not despair; the work is in God's hands, and he can make it prosper.

You will remember the friend of Mr. Gallaudet, Mr. Fitch; he will probably preach in Hartford on the next Sabbath—I heard him twice on Sunday—fail not to hear him, if your health will permit—he will be at Mr. Wadsworth's—let Nathan know of his being there, that his father may see him, & become acquainted with him—he is one of a thousand—Do not fail to write me in a few days if it should only be to inform me that you are all well—that will be a cordial to me—My best love to all our household—do not let our dear little Alice know but what her cause prospers. Jack & the girls, Nathan & his, likewise share in my love—a suitable remembrance to all others who remember me—

Believe me my dearest wife,

Yours truly,

Mason F Cogswell.

Mrs. Cogswell.

Addressed to

Mrs. Mary A. Cogswell,

Hartford,

Mr. Wadsworth.

1816, NOVEMBER 4.

New York, November 4th, 1816.

Dear Mary:—

We arrived here safe and sound, on Thursday evening last, after a most delightfull passage on the Steam boat, without the slightest accident—on our arrival, we found there had been a meeting of about a dozen gentlemen with Dr. Mitchill at their head, *pricked* on by Consul Lee for the purpose of taking into consideration the propriety of addressing their Legislature on the subject of erecting a rival Institution here.—they had already had two meetings, a Committee appointed to prepare a Memorial, Constitution &c. &c.—

Our business has been to visit this Committee separately & converse with them freely on the subject—most of them seemed surprised at the conduct of Mitchill, who had brot forward this subject without giving them all the information he possessed respecting our Institution, not having even informed them, that he had recd. a letter from him—their third meeting will be held this afternoon at 4 O'clock, as you may have seen by the papers—we have been requested to attend—what the result will be, time alone can determine—tomorrow we shall probably know, what course will be best to pursue —we intend going to Albany & I rather think we shall go up this week, that we may catch the rich & great men while the Legislature are in session—Where is Mr. Dwight? Has he been in Hartford, or is he coming there? I presume he will be at home while the Legislature are setting.—I should never get over it if I did not find him at home—Do write me immediately & let me know about it—I found Mr. & Mrs. R. well, but she is now sick —better however than yesterday. Mrs. Winthrop had a son born on Thursday morning—Mr. and Mrs. Apthorp came down here, sometime since, on their way to Boston. She was taken sick, & they have been confined at Mr. Whelpley's ever since—she is now recovering & they will soon go on—Genl. Stphens & family have treated us with every possible kindness & civility we dined there yesterday—I have just learnt that the mail does not close till evening—I shall leave my letter open until after the meeting - - - - - I have just returned from the meeting, where nothing decisive has been done

—Doctr. Mitchill opened the meeting with one of his long winded speeches, and, as he thot a very scientific one, but really amounting to nothing—he was followed by several others, some good & some bad—& finally an adjournment took place for one month[1]—So we are left at loose ends, not knowing what to do—we shall have a consultation in the morning, & if possible take the best course—I shall let you know our determination, as soon as it is made—

Mrs. Radclife & Mrs. Boardman desire their love to you—My love to all who love me—most affectionately,

I am

Your husband,

Mason F Cogswell.

P. S. Mr. G. & C. desire love to the family."

(Addressed Mrs. Mary A. Cogswell, Hartford, Conn. Postmarked N. Y., November 4.)

1816, November 6.

"New York, November 6, 1816.

Dear Mary:—

I recd. your letter yesterday, which cheered my heart, & enabled me to run about much lighter than I had done—To know that you were all well, & still bless'd with the smiles of that kind providence, which has hitherto preserved & protected us, afforded me real gratification, & calls for renewed expressions of gratitude. - - - As we have nothing to do here at present, & as it may be colder soon, we think it best to go immediately to Albany—we shall start this evening, at 5 o'clock—I recd. a letter from Mr. Dwight, at the same time I did yours, informing me that he intended leaving Albany, sometime this week—I very much fear, I shall miss seeing him—however, we must do the best we can, & trust providence for the result—Mrs. Radclife is much better—I dined today with Mr. Boorman—Theodosia W d y (?) & Sally Hillhouse are there, on their way to New Haven—What a pity tis that I have the talents of I. Hillhouse to manage the Legislature—I might then make the deaf to hear and the dumb to speak

[1] The adjourned meeting was held December 6, 1816.—A. G. B.

—You will probably receive before my return, by Captain Stuart, 6 barrels of new town pippins, & one bushel of the Carolina *sweet potatoes* of the very first quality—perhaps you had better have them put down in dry sand —If Clerc should write to Alice, let her answer it, that he may receive it, on our return here—tell her, her dear Pappa loves her very much, & wants to see her Our other dear ones, too, all encircle my heart at once; The pressure is almost painful, & a delicious relief, is only obtained, by its overflowing at my eyes—you know my weakness, & will readily believe all I say to you on this subject—tell them all, if you can, how I love them—I fear for Mrs. Sigourney[1]—remember me kindly to her—I have not found Miss Pierson—I hope to when I return from Albany—Remember me affectionately to Miss Hunter—our brothers & sisters, always share in my love —Adieu dear Mary, & believe me

Truly,
Yours.
M. F. Cogswell.

I write in haste.
Mrs. C.

Addressed to
Mrs. Mary A. Cogswell,
Hartford, Conc."

Postmarked November 6th.

[Written on the outside of this letter in faint pencil marks are the words "you wear boots to school you take Cold with Sh you cannot wear boots when you go to a party
Cook (or look) very beautiful not pretty."—A. G. B.]

1816, NOVEMBER 10.

"Albany, November 10th, 1816.

My dear Mary.

It is past 10 o'clock, but I must write a few lines, just to inform you what we have done, & what we expect to do—we left New York at 5 on Wednesday Even-

[1] First wife of Charles Sigourney (Jane Carter) who died 1818, Jan. 24. He afterwards married, 1819, June 16, Lydia Huntley who was Alice Cogswell's first teacher.—A. G. B.

ing, and arrived here about 6 the day following. Friday was spent in calling on citizens of distinction & officers of the Legislature. DeWit Clinton, to whom we introduced ourselves, received us with great kindness, entered immediately into our plans, approved of our design of having but one Institution, & of having it located at Hartford—he went with us to the Mayors, & then to the Lieut. Governor's, where we were all dined, & Clerc displayed himself to great advantage, & much to the gratification of all present—it was a fortunate visit, as the Govr. had invited most of the Senators to dine with him, & all were of one opinion that there should be but one Institution, & that at Hartford—indeed this is the universal sentiment here—

We dined the next day with Chancellor Kent, who had invited Judge Platt to dine with us; & in the evening we had a splendid meeting at the Capitol in the Representatives Chamber; which is a noble room, and in which were collected almost all the members of the Legislature here, & a large number of the most respectable citizens of Albany, & strangers from all parts of the State. You will see a better acct. of it in Mr. Dwight's paper than I have time to give you—After our reception in New York, it was comforting indeed, to be so cordially welcomed as we were here—there the abortive attempt of Mitchill & Lee, ( ? ) the feelings of almost every individual towards us—here we were received with a warmth, bordering on enthusiasm—Mr. Chester entered into our plans, with more ardor I think than anyone else —his address, previous to his submitting his resolution, was passionate & eloquent, & his prayer for us this morning from the desk, was full, comprehensive, interesting & affecting—Mr. Gallaudet preached for him, & better than he ever preached before, & so charmed were they with him, that they insisted on his preaching again in the Evening, & to a very full house.—The effect will be highly beneficial throughout the State. The Legislature are impressed with a high idea of him as a man, a scholar & a divine. Clerc, also has excited all their compassion & esteem—my tongue has been kept busy in their praise; & I hardly know, which I can eulogize with the most sincerity.—And, yet, after all, we shall not collect much here, at present—the want of money is more sensibly felt here than anywhere else, & the inhabitants,

really regret that they cannot give us more—what they do give, however, will be given with good will—I shall begin my *begging tour* in the morning—Even should we get but very little, I shall think our visit here, will be amply indemnified by the impression that is made on the Legislature. After all this, my *friend* is absent—when I arrived & found that he was gone, my heart sunk within me, so far, that it has hardly got back yet.

My companions join me in love to yourself & all our dear, dear, dear ones. (I *must* come home soon). Forget not to let our neighbors know that I remember, & love them.—Mr. Jones I remember with affection—& as for yourself

I am yours alone,

M. F. Cogswell.

Mrs. C.

Addressed to
Mrs. Mary A. Cogswell,
Hartford, Conn.

Postmarked Albany, November 11.

1816, NOVEMBER 17.

"Albany, Nov. 17, 1816.

My dear Mary—

I wrote you by the mail the beginning of last week informing you of the progress we had then made; since then my labours have been important and not without a reward. The result is $1882—upwards of $1100 in Cash, & the remainder to be paid, on or before the first of May —Tell Mr. Wadsworth not to despair; we will all yet live in Hartford—Providence may occasionally frown upon us, when we forget our dependence upon him, that we may be brot back to our duty and learn not to trust too much, to our arm of flesh—means must be used, & such as will cost us much labour & fatigue; but if these are used, with a honorable dependence on his gracious guidance, I cannot doubt of our ultimate success. The cause, in which we are engaged is unquestionably the cause of truth & benevolence, & if we use the means, which our heavenly father has put into our hands, with honest hearts & industrious hands, he will, most assuredly bestow his blessing upon our efforts—he has already

deigned to smile on our project, & if we are willing to trust our cause in his hands, & shrink not from the labours which are necessary for its accomplishment, he will ultimately crown it with the fullness of success.—

12 oClock—I have just returned from hearing Mr. G.—he preached this morning for Dr. Bradford, & as usual, exultantly; a genuine Connecticut Sermon, "in doctrine pure"—&c., as I have not Cowper at hand, I cannot give you the whole quotation, which I would gladly do, as I think we should both of us, acknowledge the justness of the application—he is certainly a *beautiful little Cowper*—& he resembles him in more respects than one—This afternoon I intend to hear Mr. Chester —last evening I heard Dr. Nott of Sknectada & was not as much pleased as I expected to be—perhaps, my expectations were too much excited to have them *reasonably* gratified—hence I might have been *unreasonably* disappointed—I shall leave my letter open till evening, when I will again resume my pen, if it should be but for a few minutes.

Mr. Chester has done his best; at least, I have never heard him preach as well—"Destroy it not, for a blessing is in it" were the words from which he gave us a most excellent discourse—He has improved both in his manner, & matter, since I last heard him.

Clerc has written to Alice that we were to leave Albany yesterday morning; that was our intention, & I went so far as to secure our passages—but on enquiring we found that the *Car of Neptune,* in which we were going, was the poorest boat of three, that sailed, & rather paddle, from this to New York—another circumstance, which determined us not to go in her, was, that she would probably encroach on the Sabbath, as she is much more tardy in movements than the others, especially the Richmond in which we shall go tomorrow morning—On Tuesday morning, we shall probably be in New York, & the last of the Week, I do, most sincerely hope, to be once more seated in the midst of that dear domestic circle, which constitutes, *allmost* all the happiness I enjoy —true I am happy elsewhere, but I am inconceivably more happy at home—besides I really want rest, for the soles of my feet have had none or but little since I left you—

Although the presence of Mr. Dwight gladdened my heart, yet the account he gave me of Mr. Stardorough, was a serious alloy to the satisfaction which I should otherwise have experienced on meeting him—Mr. G. and Mr. C. as usual desire their love—You must not forget to mention me affectionately to all our near neighbors, for being absent from them, I know how much I love them—impress the kiss of love, on the lips of all our dear ones, from Mary to Catherine; tell Mr. Jones, to hold fast in the faith, & Lydia & James that I have not forgotten them—May the smiles of a kind providence rest upon you until you embrace

Your ever affectionate husband,
Mason F. Cogswell.

Mrs. C.
Addressed, Mrs. Mary A. Cogswell,
Hartford, Conn.
Postmarked Albany, November 16."

1816, NOVEMBER 20.

New York, Nov. 20, 1816.

My dear Mary:—

I wrote you from Albany, which must have reached you before this—I then detailed to you the whole of our operations in that place. We bade adieu to our numerous friends there, & left them at 9 o'clock on Monday morning, & arrived here, after a very pleasant passage, in the Richmond Steamboat, about the same time yesterday morning. I immediately repaired to the post office, & found a charming letter from Alice, which I must answer, at the close of this—in a short time Mr. Woolsey handed me yours—they were both refreshing to me.—Mr. G. and Mr. C. will set out for Philadelphia, probably on Friday morning—at the same time I intend setting my face towards Hartford, provided that a Steamboat goes on that day—if not, I shall go on Saturday—Mr. Wilder will hand you this, if in his power—

Your friends here desire their love.

I am, yours truly,
M. F. Cogswell,

Mrs. C.

Addressed Mrs. Mary A. Cogswell,
Hartford,

Mr. Wilder.

LETTER ENCLOSED TO HIS DAUGHTER ALICE 1816, NOV. 20.

Wednesday morning, 9 o'clock.

My very very dear Alice:

As soon as I came here from Albany, I went to the Post Office & there I found your very good letter, & it did my heart good: it went pit pat, pit pat, as yours does sometimes, when you are very glad, until I got through reading it. I thank you, my very dear little daughter, for thinking of your papa in his absence, & writing to him as you have done. I shall love you, if possible, the better for it. I intend to set out for Hartford, in a day or two, & shall be with you on Saturday or Monday—how I long to come home, & kiss you & love you all—you must pray for me, morning & evening, that God will preserve us both in health until we see each other.—Adieu my dear & dutifull daughter—kiss the Children for me, & Mama & Miss Huntley & Amelia & Harriet

I am, my dear daughter,

Your affectionate

Father,

Mason F Cogswell.

Miss Alice Cogswell.

(*To be continued.*)

# PROCEEDINGS OF THE SIXTEENTH MEETING OF THE CONVENTION OF AMERICAN INSTRUCTORS OF THE DEAF.

The Sixteenth Meeting of the Convention of American Instructors of the Deaf was held at the Le Couteulx St. Mary's Institution for the Deaf and Dumb, Buffalo, New York, July 2-8. It was one of the most largely attended meetings of the Convention ever held, there being reported 371 persons enrolled, including active and honorary members. It was announced that there are now 250 active members of the Convention. The programme covered four full days of work, and while not generally up to the standard of programmes of previous Conventions, in one or two features—notably in that of the industrial section—it was superior to any heretofore presented. The absence of the usual oral section programme and exercises was, in view of the present great interest in this feature of the work, the most notable shortcoming and undoubtedly the one most regretted, especially by the younger teachers in attendance. Socially the Convention was all that could be desired, and the Pan-American exposition, in its pleasures and attractions, contributed much to make the meeting at Buffalo an enjoyable one and one long to be remembered.

The Le Couteulx Institution is one of the oldest in the country, having been established in 1861. Notwithstanding this, few members of the Convention had visited the Institution, and so, not many were prepared to see a building so large, so modern in its appointments, and so well arranged and adapted for the purposes of a school as this upon inspection was found to be. While the plan of the building gives the impression of the unique in many of its features, it also gives the impression of completeness and serviceableness, all departments having ample room and, better than all else, abundance of light and air.

The one sacrifice made—a necessary one probably to secure more desirable advantages—seems to have been in the hallways, these being rather narrower than is usual in such a building, and with twists and turns innumerable to confuse, even after a week's acquaintance with them. The assembly room in which all the meetings were held, is central, with stage and gallery, and is well furnished and well lighted. The dining-room is also central and lighted by sky-light. The chapel is a beautiful room, with its altar and chancel and seating appointments, all in keeping with the sacred uses to which they are devoted. The location of the Institution is semi-suburban, and while the grounds are not extensive, they are ample and provide abundance of room for all the needs of the school.

The Convention met for its opening exercises at 8:30 o'clock Tuesday evening, in the assembly room of the Institution, and was called to order by the President, Dr. E. M. Gallaudet. An address of welcome was made by the President of the Institution, Judge Geo. A. Lewis, which was followed by appropriate responses by President Gallaudet in behalf of the Convention, Mr. Chas. W. Ely in behalf of the east, Mr. H. C. Hammond in behalf of the west, Dr. F. T. Chamberlain and Mr. R. Mathison in behalf of Canada, Mr. E. McK. Goodwin in behalf of the south, and Mr. Theodore d'Estrella in behalf of the far west. The Convention then adjourned until nine o'clock Wednesday morning. The evening was given over to the enjoyment of a reception tendered the delegates by the management of the Institution.

The proceedings on Wednesday morning were opened with prayer by the Rev. Father Gilmore, Secretary of Le Couteulx Institution. Mr. Frank Read, Jr., and Prof. Percival Hall were appointed assistant secretaries to Secretary J. R. Dobyns. It was announced that hereafter the membership year should coincide with the calendar year, thus ending December 31; and the dues would be one dollar for the remainder of the present year, and one dollar a year thereafter. After roll-call President Gallaudet delivered his opening address. He referred to the first Convention as held at the New York Institution in the summer of 1850. He then reviewed the controversy now waging over methods,

going back to the tour of investigation of European schools which he made in 1867, followed by his recommendation that all pupils who could be benefited by speech instruction be so taught, but that the oral method be not adopted in the whole. Continuing, he referred to the stand that he took at Indianapolis in 1870 against the excessive use of the sign-language—when he gave expression to the conviction that "the sign-language is a dangerous thing," and answering the question, "What have we to do with the sign-language ?" he had replied, "As little as possible." He read a paragraph in the report, omitted by those who have quoted him, which somewhat modified the force of his condemnation of the sign-language. He now feels that the movement started in 1870 has gone too far in certain places; the effect of that discussion has been good in the improvement of verbal language, but serious injury, he maintained, has resulted to deaf children by denial of the use of the sign-language in public exercises in chapel, and in their social intercourse. He criticized the practice of classifying pupils as not taught by signs, when there was as he believed undoubted use made of signs in their instruction. Referring to the California resolutions, he denied that they are in line with the Milan declaration, pointing to the same end but reaching it by a longer way and by slower processes. He commented upon the organization of the Paris Congress and the action of the hearing section with reference to the reaffirmation of the Milan declaration. He said that calling the action of the hearing section the action of the Congress was a serious mistake. The Congress was made up of two sections—a hearing section and a deaf section. The deaf section by unanimous vote condemned the pure oral method. He also commented upon the several reports of the Paris Congress as published, criticizing certain statements contained in them and giving his own views upon the points touched upon. The address closed with the quotation of a favorite motto, "Tradition and progress," and with expression of best wishes for a successful and harmonious meeting.

The normal section was called to order. In the absence of Mr. W. A. Caldwell, chairman, Mr. J. W. Blattner presided.

The first paper on the programme was by Mr. J. L. Smith, of Minnesota, on "The Wing System and the Five Slate Method." This was an able exposition of the ingenious system of symbols devised and employed in teaching language by the late Mr. Wing. The thought of the paper was to combine the excellencies of this system with those of the five-slate system, using the slates in the earlier years, and the symbols later and thereafter. The paper was discussed by Mr. J. N. Tate who expressed himself as in fullest accord with the view to combine the two, and said that the extreme simplicity of the system is proven by the facility with which it is taken hold of by the younger children. The subject was further discussed by various members. Mr. Atwood presented his system of language charts, showing fifteen fundamental forms, or model sentences, these as learned by the pupil serving as guides to correct sentence constructions.

The Convention adjourned over the fourth of July, to meet on the morning of the fifth.

The Convention opened at 9:00 o'clock, Friday morning, with prayer by Rev. Thos. B. Berry. After the reading of the minutes of July 2 and 3, the kindergarten section was announced as in session, with Miss McCowan, chairman, presiding. A paper was presented written by Miss M. S. McGill of the New York Institution for the Deaf and Dumb, and read by Mr. E. P. Clarke, on "Pictures, Kitchen Gardening, and Occupations." Discussion of the paper followed, the general sentiment as expressed being strongly favorable to the employment of kindergarten methods in the schools.

Dr. J. C. Gordon, chairman of the oral section, made explanation of the absence of a programme for the section; he then gave a résumé of the present condition of oral teaching, and showed that though it seems a period of quietness, it is nevertheless a period of growth.

It was announced that the Convention had been presented a handsome gavel sent by Mr. F. D. Clarke. The gavel was made in the shops of the Michigan school.

Mr. E. McK. Goodwin presented an official invitation from the Directors of the North Carolina School at Morganton, to

make their school the meeting place of the next Convention three years hence. Mr. J. E. Ray seconded the invitation.

The next paper was by Dr. Z. F. Westervelt, on the subject, "The Rochester Method." This was a clear exposition of the manual alphabet method as practiced at the Rochester school where signs are not made use of for any purpose. President Gallaudet, discussing the paper, while heartily approving the use of manual spelling, could not approve the entire disuse of signs in lecture-hall and chapel and places where stories are told. He related an instance of a student at the College at Washington who had graduated from the Rochester school, but who upon learning signs at the College had expressed regret that he had been denied the benefit and enjoyment of signs during his earlier school life. Dr. Westervelt replied to this that the young man referred to was a bright semi-mute, and that while at Rochester he had seemed to understand well and to write good reports of lectures, etc. The discussion continued at some length, various members participating.

The business meeting of the Convention was called to order, at 2:30 o'clock. After formal reports of the Committee on necrology and the Standing Executive Committee, the following resolution offered by Mr. Henry W. Rothert was offered, and after brief discussion it was passed:

*Resolved,* That at the office of the Secretary of this association, and under the direction of said Secretary, there shall be established a bureau of information for the benefit of the members of the association. All expenses connected with said bureau, after having been properly audited by the Executive Committee, shall be paid in the same manner as other expenses are paid.

The Convention then proceeded to the election of officers with the following result: President, Dr. E. M. Gallaudet, Vice-President, J. W. Swiler; Secretary, J. R. Dobyns; Treasurer, J. L. Smith; Directors, W. K. Argo, Mrs. J. C. Balis, J. W. Blattner. Chairmen of sections: oral section, E. A. Gruver; auricular section, E. H. Currier; kindergarten section, Mary McCowan; industrial section, Warren Robinson; art section, Earnest

Zell; normal section, J. W. Jones; chairmen sectional committees—eastern section, Wm. N. Burt; western section, H. C. Hammond; southern section, W. O. Connor.

The evening session opened with the reading of a paper written by Mr. Linnaes Roberts, on "The Cultivation of the Reading Habit." Discussion followed by various members.

An address was then made by Mr. E. H. Currier on "The Akoulalion," illustrated by an exhibition of the instrument. This was followed by a paper by Mr. Currier entitled, "A Résumé of Experiments, Observations, and Training in Aural Development as Practiced at the New York Institution."

The Saturday morning session opened with prayer by Rev. Job Turner. A session of the normal section was then held, the first paper presented being by Miss Caroline R. Smith, on "The First Two Years' Work in Geography." [This very practical paper is published in the current, September, number of the Annals.] Discussion followed, after which by request the deaf-blind children in attendance upon the Convention, with their teachers, took the platform. A brief address was made by Mr. William Wade whose great interest in the deaf-blind as a class is well known. Mr. Wade was emphatic in the expression of his conviction that previous experience in the teacher is quite unnecessary in the instruction of the deaf-blind—proven by numerous instances of markedly successful teaching. A running discussion followed participated in by various members, after which a vote of thanks to Mr. Wade was passed by the Convention for the work he has done in behalf of the deaf-blind.

A paper by Mrs. J. C. Balis, entitled "Children's Stories," led to discussion and the suggestion that a committee be appointed with power to select, arrange, illustrate, and publish the stories printed in the various school papers. Mrs. Balis was appointed chairman of such a committee with power to appoint associates.

Professor Percival Hall, of Gallaudet College, Washington, next presented a paper on "Preparation for College." This was followed by a paper written by Mr. S. G. Davidson, discussing Prof. Hall's paper. The paper was further discussed by Presi-

dent Gallaudet, Mr. Jones, and Mr. Goodwin. A paper followed on the subject of "Arithmetic," written by Mr. G. W. Veditz.

The afternoon session was opened with a paper entitled "Special Text-books," by Mr. E. P. Clarke. This was followed by a paper on "Work Preliminary to the Teaching of Notation and Numeration of Figures," by Mr. F. W. Booth. Mr. J. W. Swiler then read a paper entitled "Character: How Best to Secure its Growth in Children." These several papers were disdiscussed at greater or less length by members present.

In the evening the Convention listened to a concert given by friends of the Institution, one of the singers being a gentleman named Sicard, a great-grand-nephew of the Abbé Sicard.

The Sunday afternoon meeting was opened with prayer by Rev. Daniel E. Moylan; following which, the hymn "Lead, Kindly Light" was given in signs by Mrs. Stewart, accompanied in words by Mrs. Clarke and Miss Andrews.

The paper on "Character" read by Mr. Swiler at the Saturday afternoon meeting, was by request again read.

Mr. J. R. Dobyns spoke on the subject, "Sunday as observed in our Institutions." His idea of the Sabbath is that of the Christian Sabbath. But there must be care not to overdo the Sabbath work. Some people work harder on that day than on any other day of the week. Still we ought to do enough to leave an impress on the souls of the children for good.

Mr. Willis Hubbard gave the order of the Sunday work in the Michigan school. The international lessons are used in the higher classes; other classes have the Story of the Bible. Sunday lessons are recited on Monday morning. The Christian Endeavor Society is managed by the pupils.

Mr. W. K. Argo said that in the Colorado school they have Sunday School in the morning; this gives the teachers the afternoon free. A lecture is given in the afternoon at 3 o'clock. The evening hour is for study and reading.

The question "How Shall we give Moral Instruction?" was answered by Mrs. J. C. Balis. The small children attend morning chapel where the primary idea of God is given. A moral teacher always has a moral class; and a moral superintendent

always has moral teachers in his school. Deaf children are most impressionable. We always try to have our children remain loyal to their own churches, the churches of their parents. Our work is very responsible and we should have the courage to meet our responsibilities as they come to us.

Mr. E. McK. Goodwin, referring to his hearing and deaf teachers said the deaf teachers fill a place, in the work they do and the influence they exert, that he has never had hearing teachers to fill.

Mr. Utten Read spoke on the subject, "Religious Instruction." He said that usually when the deaf leave school they know very little of the Bible. He has given a Bible to every member of the Christian Endeavor Society. They are trained upon the books of the Bible and given facts as to these books. He gives the stories of the Bible and illustrates miracles, by pantomime. He urged that in school the Bible be made so interesting that the pupils will crave it and read it when at home.

Miss Agnes Steinke asked how Mr. Read would apply these stories and miracles in the moral lessons that they contain.

Mr. Read answered that the main object was to give a clear idea of the meaning of narratives as they were told in the Bible, rather than to draw moral lessons from them at the time.

Mr. W. K. Argo spoke of the bluntness of the deaf in their use of the expressions "lie," "stole," etc., and he questioned if they clearly understood the enormity of the offences for which the expressions stand.

Mr. J. W. Michael gave the order of Sunday exercises in the Arkansas School.

Mr. J. W. Jones spoke of the readiness with which the deaf respond when called upon to make public prayer.

In response to a question by Mr. Goodwin, it was brought out that in several schools the lady teachers take turns in conducting chapel exercises.

Mr. J. W. Blattner spoke on the topic, "Improvement of Sunday Leisure Time." The day should be properly divided, giving some time for labor, some for leisure, and some for recreation. Some time should be entirely free of work or duty.

Mr. Willis Hubbard asked if the pupils should be allowed to write letters on Sunday.

Dr. J. C. Gordon replying said that he encouraged his children to write home on Sunday, and he thought the practice tended to strengthen the ties that bind the children to their homes and to their parents.

Mr. Michael spoke of the Christian Endeavor Society in the Arkansas School, and the good work it accomplishes. Mr. Goodwin said the best religious work in his school is done by the Christian Endeavor Society, under the direction of the deaf teachers.

Mr. J. N. Tate said he believed these societies might be fruitful of good, but that they might also be fruitful of mischief. He would be very careful in leaving the direction of the work in the hands of the pupils.

The hymn "Nearer my God to Thee," was given in signs by Rev. Mr. Moylan, Mrs. Clarke and Miss Andrews accompanying with the words. The session closed with prayer and the benediction by Rev. Job Turner.

The Monday morning session opened with prayer by Mr. J. W. Jones. After reading of the minutes, the standing committees of the Convention were announced.

The industrial section, under the direction of Mr. Warren Robinson, chairman, was given the remainder of the morning. Mr. Robinson in his address advocated agriculture as affording the best and surest livelihood, especially for the deaf.

A paper by Mr. J. W. Jones, of Minnesota, was read on "The Importance to the Deaf of a Closer Alliance between School and Industrial Instruction." It was urged that the language used in the trades should be taught in school, and that industrial teachers should be members of teachers' associations.

Miss Barbara Lieu presented a paper on "Correlation of School and Industrial Work." She would use and teach the language of the home industrial work in regular school exercises.

Mr. Peter N. Peterson read a paper on "Educational Features of Sloyd," in which he showed that sloyd is especially adapted in its educational features to small children. It is a great

aid in determining the particular mechanical bent of children, so they may be properly placed later in the trades.

"How can the names of materials and tools be taught ?" This was answered by Mr. G. S. Porter of the New Jersey School. All tools are labeled; also the machinery and its parts. Lists of terms and technical phrases are printed and distributed.

The question "How can manual training methods be applied to backward deaf children ?" was answered by Miss L. E. Sparkawk of the Mt. Airy school. It has been proven again and again that manual training is effective in training backward children who can hear, so it proves with this class when they are deaf. A carefully graded course in sloyd makes the life richer and intenser even in the case of this class of children.

"Since the introduction of manual training in schools for the deaf, does it appear that the pupils do their mental work easier and better?" Mr. J. W. Swiler answered, yes, especially in the case of the younger pupils. In the case of the older pupils, the time now spent in the shops reduces by so much the time in school. Mr. Swiler also answered the question, "What should be the compensation of industrial instructors ?" by saying that it should be equal to that of instructors in the literary department.

Mr. Tate referring to Mr. Peterson's paper said that he had never introduced anything so pleasing as sloyd. When the children came to sloyd in the course it is heaven to them. When sloyd is finished they are ready to take up any trade. Mr. Tate, answering the question, "Now that manual training and trade teaching are regarded as important, should there be any change in the time of school work?" said there should be no change.

Mr. Blattner said that the younger children should not be put to trades, but have longer school hours; then when placed in shops reduce the hours in school; finally give four hours in school and three in the shops.

Mr. H. C. Hammond read a paper on "Trades for the Deaf," in which he gave statistics as to trades taught in the schools, it being shown that printing led all the rest. He urged that the policy should be pursued to teach trades to suit the pupils' home conditions to the end that they might make practical use of their

training upon returning to their homes. Replying to a question by Dr. Gordon as to how the harness made at the Kansas School is disposed of, Mr. Hammond said, "We sell to the Grange." Further questions brought out the fact that trades unions and small dealers object generally to the sale by schools of the product of the children's labor.

The question, "At what age should trade teaching begin ?" was answered by Mr. S. W. King, who said at the age of twelve years.

Mr. E. J. Bendig, of the Wisconsin School, read a paper on "How Far Should Manual Training be Carried Before Trades Teaching is Begun ?" He said there is no time nor place for trade-teaching in schools for the deaf. Manual training is no longer an experiment; it has proven its worth. You do not teach trades to the boys as they will have to meet them in the factories. The manual training course fits a boy to take up easily and intelligently any machine and handle it. Get rid of your foremen and employ teachers; and pay salary enough so they can attend schools and visit other schools.

A paper on "Domestic Training," by Mrs. John Schwirtz, and one on "The Proper Equipment of the Kitchen," by Miss M. A. Bell, presented methods of training pupils in domestic science and drew out practical ideas as to the equipment and cost of a practice kitchen.

Mr. J. R. Dobyns presented a paper on "How best to secure employment for the Deaf who desire it after leaving school." He urged thorough preparation for some particular trade. He recommended the opening of graduate courses in the industries for pupils who can benefit by them. Each institution should be a bureau of information to aid pupils to secure positions.

President Gallaudet brought forward the question of the proposed monument to Fredrich Moritz Hill, to be erected at Weissenfels, with the recommendation of the Standing Executive Committee that $100 be appropriated to aid in the erection. Upon motion the sum was voted.

The usual resolutions of thanks were offered and passed.

It was voted to accept the invitation of the North Carolina

School, at Morganton, to hold the next Convention at that place.

Mr. J. E. Ray, referring to the difficulty he had experienced in securing trained colored teachers, said that the only school that had given training to colored persons was the Morganton, N. C., School.

A number of persons addressed the Convention expressing their appreciation of the pleasure of the meeting.

President Gallaudet delivered a brief farewell address, after which Sister Mary Anne Burke, on behalf of her associates, thanked the Convention for honoring the Institution with the meeting.

The Rev. Thomas Gallaudet, after reverting to the fact that he was the only surviving member present of the first Convention held in New York in 1850, offered prayer and the Convention adjourned.

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A most interesting feature of the Convention was the group of deaf-blind pupils in attendence who had been brought together through the kindly offices of Mr. William Wade of Oakmont, Penn. It must have been an occasion of intense enjoyment to them each individually to meet so many of like condition—of like joys, sympathies, and sorrows with themselves—and to form moreover personal acquaintance one with another that must become in each instance a most cherished friendship abiding through life. The following is a list of the deaf-blind pupils present together with their teachers:

Linnie Haguewood, Miss Dora Donald, teacher, Gary, S. D.; Leslie Oren, Miss Ada E. Lyon, teacher, Columbus, O.; Katie M'Girr, Miss Myra L. Barrager, teacher, New York; Catherine Peterson, Miss Florence G. S. Smith, teacher, New York; Orris Benson, Mr. W. H. Van Tassell, teacher, New York; Edith Thomas, Miss Edith M. Thurston, teacher, Boston; Elizabeth Robin, Miss Vina C. Badger, teacher, Boston; Thomas Stringer, Miss Helen S. Conley, teacher, Boston; Mr. Clarence J. Selby, with his mother, Mrs. John Selby, Chicago. The teacher of Maud Safford, Miss Ada Buckles, Piqua, O., was also in attendance, but without her pupil.

## THE NATIONAL EDUCATIONAL ASSOCIATION MEETING—PROCEEDINGS OF DEPARTMENT XVI.

In accordance with the published call and the announced programme, the annual meeting of Section XVI—Department of Education of the Deaf, Blind, and Feeble-Minded—of the National Educational Association, was held at Detroit, Mich., with sessions on the several days from July 10th to 12th. The programme was full and well arranged, and the attendance was unusually large, there being present delegates from Massachusetts, New York, Pennsylvania, District of Columbia, Florida, Texas, Ohio, Minnesota, Michigan, Georgia, Indiana, Illlinois, Wisconsin, and Utah, representing fourteen boarding schools for the deaf, nine day-schools for the deaf, four state schools for the blind, the Volta Bureau, and the American Association to Promote the Teaching of Speech to the Deaf.

The living and class-work exhibits of the Department took place in a series of well-lighted rooms in the east end of one of the upper floors of the Central High School building, well adapted to the purpose, while the sessions of the Department were held in the spacious main auditorium of the centrally located Woodward Avenue Congregational Church, likewise exceptionally suitable. The Department headquarters were established by the President of the Section in Parlor "6," Hotel Cadillac, where general headquarters of the N. E. A., including those of numerous state associations, were located.

The regular programme opened on the morning of July 10, at the Central High School, with class exercises by the teachers and pupils of the Detroit and Grand Rapids Day Schools. There were presented a beginners' class in speech and sense reading,

Mary E. Guthrie of the Detroit Schools, teacher; a class in first year speech and lip-reading, Blanche E. Smith, of the Detroit Schools, teacher; a class in third year language, M. Lizzie Donohoe of the Detroit schools, teacher; grammar grades in history and literature—normal students of the Detroit schools; rythm work and gymnastic drills—Detroit schools; a class from the Grand Rapids Day School in lip-reading and conversation, Margaret Sullivan, principal. These exercises were pronounced highly interesting by those present and witnessing them.

The first formal session of the Department opened at two o'clock in the afternoon in the Woodward Avenue Congregational Church, the President, Miss Mary McCowan, in the chair. An address of welcome was made by Prof. W. C. Martindale, Superintendent of Public Schools, Detroit, in which he gave on behalf of the city of Detroit and her schools a cordial greeting to the Department; continuing he reviewed briefly the history of the Michigan day-school law and of the Detroit day-school for the deaf.

Dr. J. C. Gordon, of the Jacksonville, Ill., school, made response on behalf of the Department. He reviewed the history of the Department from its first session five years ago in Milwaukee; noted the organization of parents' associations to cooperate with and encourage the work; also the progress of the day-school movement. One great difficulty the day-school has to contehd with is to secure competent, well-trained teachers. In the large boarding schools exists a somewhat congested condition that presents difficulties also. It can be conceded there are advantages in both systems. Dr. Gordon referred to the conditions in his own state in which there is no conflict at all between the two systems: in all his own literature and correspondence, he calls attention to the facilities offered by day-schools, and there is no friction; and he could see no occasion for friction in any of the states.

Illustrations of work were presented by pupils of the Detroit Day Schools for the Deaf—first, by a class of four pupils in school since October, under the direction of Miss Elizabeth Van Adestine, principal, and Miss Mae F. Guthrie, teacher;

second, by a class in school fifteen months, under the direction of Miss Blanche Smith, teacher. The exercises consisting of element drills, lip-reading, action work, and questions and answers greatly interested the large audience present. The work of the Grand Rapids School was exemplified with a little girl—Marie Wesselius, daughter of Hon. S. Wesselius—who became totally deaf at four years of age. She and her teacher, Miss Margaret Sullivan, carried on a running unpremeditated and unprepared for conversation upon the trip which they had together taken to the Buffalo Exposition, and it was indeed a most pleasing exhibition of lip-reading and speech on the part of a deaf child.

A paper upon "The Day School Law," by Hon. S. Wesselius of Grand Rapids, Mich., was next presented. [The paper is printed in full elsewhere in this issue of the REVIEW.]

"The State in its Relation to the Defective Child," was the subject of a paper by Dr. Francis Burke Brandt, Professor of Pedagogy, Central High School, Philadelphia. This paper was a plea for ample and special provision in our educational system for children in any way defective or abnormal to an extent to make their presence a handicap to the doing of the best work with normal children. It was urged that the state should distinctly recognize the defective as a *sub-normal* rather than an *abnormal* class, to be carefully distinguished on the one hand from the diseased, and on the other hand from the degenerate, and liberally provide the specific training necessary to make these individuals useful members of society and capable of some measure of individual perfection and pleasure. Sub-normal children to which class the deaf and the blind belong, merely need special methods and special skill to bring them to the same educational plane and attainments as normal children. The suggestion was made that the name of the Department be changed to the "Department for the Education of the Subnormal," which name, if used, would be wholly inoffensive, and at the same time would promote a better public understanding of the educational work which the Department stands for and which it was established to promote.

Superintendent Edward E. Allen, of the Overbrook, Pa., School for the Blind, in a discussion of the question of day-schools, conceded that the Institution does not cover the whole ground, and that there is work and place for the day-school for the blind. But in many instances the home is subnormal, and the sooner the Institution can gain possession of the children the better. The Institution in such cases serves as an antiseptic to the homes from which the children come, and many of the children after some time go home with knowledge and practice to correct conditions in the home.

A business meeting followed in which only active members of the N. E. A. participated. The President announced the business in order the nomination and election of officers. A committee on nominations was appointed consisting of Mr. Allen, Dr. Brandt, Miss Leonard, Mr. Hitz, and Dr. Gordon. This committee reported the following nominations: for President, Alexander Graham Bell, of Washington; for Vice-President, Edward E. Allen, of Philadelphia; for Secretary, E. A. Gruver, of New York. On motion the Secretary cast the ballot for the election of the ticket as nominated.

A report of the committee on re-organization, made through its chairman, Superintendent E. E. Allen, evoked considerable discussion and opposition, involving mainly the question whether the Department organized as originally insisted upon by the general National Educational Association, to include the feeble-minded, considering the existing opposition thereto on the part of teachers of the deaf, and the absence of the great majority of teachers of the blind from the annual meetings, should be continued, unless this objectionable feature be eliminated. Attention was called to the fact that not a single representative from the schools for the feeble-minded was in attendance at this meeting, so that the forced affiliation, so far as that section is concerned, seems to have failed of its purpose. Several Superintendents of schools present expressed themselves strongly averse to continuing the present arrangement owing to its utter incompatability with the character of their institutions and the instruction imparted in them. The time being exhaust-

ed the question of re-organization was upon motion referred to the incoming executive officers with instruction to report at the next annual meeting.

On the evening of the 10th the Detroit Association of Parents and Friends of Deaf Children tendered to the members and their friends a reception, with an entertainment, in the parlors of the Woodward Avenue Congregational Church, which was largely attended, and was in every way a highly enjoyable occasion.

During the morning hours of the 11th and 12th, the exercises of some fifteen children from the McCowan Oral School in Chicago, which took place at the Central High School, attracted large audiences, so large that Miss Cordelia D. Bingham, head-teacher, and her assistants, who conducted the exercises experienced considerable difficulty in conducting their work. The last exhibition given, because of the large attendance, was adjourned to the assembly hall of the building from the rostrum of which the exercises were presented in full view of all who wished to see them. Work in the school rooms was also shown illustrating methods of teaching language, arithmetic, and geography, and this and the exercises illustrating Kindergarten occupations and plays, and the drills and marching to the accompaniment of instrumental and vocal music, were undoubtedly a revelation of the various possibilities of the work to the large majority of those witnessing them.

The exhibition on the walls of written work and of drawing, from the Chicago, Detroit, and Grand Rapids schools, was pleasing in the extreme, and suggestive as well to the teachers present from other schools.

On the evening of the 11th the Chicago Oral Teachers' Club tendered in parlor "6," Hotel Cadillac, a reception to the members of Department XVI and the friends of the deaf in Detroit, which was well attended and which contributed to increase interest in the cause mutually at heart.

On the afternon of the 12th the closing exercises took place at the Woodward Avenue Congregational Church. The first paper read was by Dr. O. P. MacMillan, Director of the Department

of Child Study, Chicago Public Schools, on "Sensory Defects in Chicago School Children." This paper gave statistics showing that fifteen and a quarter per cent. of Chicago school children at six years of age are defective in hearing. And this percentage increases rather rapidly in early school life, reaching its highest point at the age of eight years. From this age the percentage decreases until the age of 13, when it reachers the minimum. The high percentage is accounted for as being coincident with the period when catarrhal affections and children's diseases are beginning to make inroads into the young lives, and it indicates inability of the organism to adapt itself readily to the sedentary life. On the other hand, the period of low percentage of defective hearing is coincident with the period of life in which exaltation of all the powers takes place, the time of greatest growth and development, when not only increased power in all directions is found but also, according to statistics, the lowest mortality. In an investigation of the physical basis of dullness, the test of the hearing reveals the fact that a much larger percentage of backward children have defective hearing than in the case of bright children. This directs attention to the symptomatic character of hearing defects, for besides limiting the field of sense impression, defective hearing may be an indication of lack of growth, of improper growth, of injury, or of a diseased condition of the child. This means that defective hearing parallels other defects, sensory, motor, or of growth. An examination in a school made up of the juveniles in the city prison showed a larger percentage of children with defective hearing than in the case even of normal school children who are below grade. Again, it was found that of six hundred and one cases of these prison school children, ninety had some defect of speech-lisping, stammering, hesitation, and imperfect pronunciation of elementary sounds; further, that of these ninety, fifty-six, or sixty-one per cent., were markedly subnormal in hearing.

"Thought Expression through Speech, Rythm, and Blackboard Drawing," was exemplified by three grades of pupils from the McCowan Oral School for Deaf Children, of Chicago, under

the direction of Miss Cordelia D. Bingham, head teacher. This presentation as an exhibition of the methods employed in the McCowan school to develop thought in the children and to give the thought developed exact and adequate expression in speech, black-board drawing, and writing, was both interesting and instructive. The presentation was, moreover, an excellent illustration in itself of the value of the living exhibit when made before a general meeting of this kind, showing, as it invariably does, with great clearness and impressiveness, not only the methods of the work but possibilities as well in the actual results produced and shown.

A paper by Cora Stanton Brown, Chairman of the Educational Department of the Illinois Mothers' Congress, on "The School as a Social Center," was read. The discussion was led by Mrs. Marguerite Beaubien, Vice-President of the Michigan Mothers' Congress, followed by Mr. F. W. Booth, Miss Mary McCowan, Miss Elizabeth Van Adestine, and Dr. E. Amberg.

The President then made a brief closing address, after which a resolution offered by Dr. J. C. Gordon, was passed in which the thanks of the Department were extended to the local committee in charge of arrangements, also to those who presented papers.

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The Volta Bureau, Washington, D. C., during the reunions of the Department, displayed and distributed a large number of publications pertaining principally to the instruction of the deaf.

An akoulalion exhibition, conducted during the several days of the meeting at the Central High School by Prof. W. H. Van Tassel of the New York Institution for the Deaf and Dumb, attracted large audiences and excited much interest. The deaf in attendance quite generally availed themselves of the opportunity to test the instrument upon themselves.

## CONFERENCE OF THE NATIONAL ASSOCIATION OF TEACHERS OF THE DEAF, OXFORD, ENGLAND.

The National Association of Teachers of the Deaf—Great Britain and Ireland—met at Oxford, England, July 31-August 2. A very complete report of the sessions is given in the Oxford Times. Space does not permit reprinting this report, but the following abstract will give something of the proceedings and of the several actions taken:

The address of the chairman, Dr. Richard Elliot, was an able review of present conditions of the work of the instruction of the Deaf in Great Britain, and it led to an interesting discussion upon its chief points.

The first formal paper was upon the subject "A Word of Advocacy of Mixing Orally Taught Adults with the Hearing." The paper was written by Miss Pollock, head of the deaf department of the Young Women's Christian Association. The chief object of this department is to assist orally-taught girls after they leave school, and the paper shows how this assistance is rendered, primarily by bringing the deaf girls into active social and religious intercourse with the hearing. The paper aroused considerable interest as is evidenced in the discussion that followed its reading.

The next paper was on "Lip-Reading: What it ought to be," by Mr. William Van Praagh, Director of the Training College for Teachers of the Deaf, London. The closing sentences of this paper suggest its thought and its spirit: "You will find that a bad speaker who is a good lip-reader will get on better socially than a good speaker who is a bad lip-reader. We must strain, therefore, every nerve to make lip-reading as perfect as possible, and to the question what it ought to be, I answer, a perfect substitute for hearing. How to obtain the same

is to avoid gestures altogether. Speak, and speak for ever, dispense with all signs, and do not write too much, and you will find that success in lip-reading will be the result—and your reward."

The second day's proceedings opened with a paper on "Manual Training," by Dr. A. Eichholz, H. M. Inspector of Schools. The thought of this paper was that there should be system and thoroughness in all instruction given, and carefulness, accuracy, and neatness so far as possible in the pupils' work at every stage. As to the aims in view, it was held that the two forces, the purely educational and the utilitarian, must combine in any scheme which is going to succeed with the deaf, utility receiving increased prominence as the child grows older. "The industrial problem, as affecting the whole of the after-life of the deaf," in the words of Dr. Eichholz, "is one of the most important factors which we as their educators have to consider. Through our language-teaching we give them their first means of intercourse with the world, but it is to our manual training that we must look for the development of the taste for work and for the small beginnings of skill and execution, if our deaf are to live on equal industrial terms with their fellow-men. We must look to it, therefore, that manual instruction compensates the deaf in their handicap in the race of life."

Following discussion on the paper, the formal presentation of the "Braidwood Medal" was made to Mr. W. Baldwin, of the Royal Deaf and Dumb Asylum, Margate, the successful contestant in the competition for the prize essay on a subject connected with the work of the education of the deaf. This paper is reserved for publication and sale by the Association, so we are unable to give anything of its tenor or thought.

At the final session of the Association the first paper presented was by Miss S. E. Hull, of Bexley, Kent, on "The Need of an Association Paper." In this she urged the great need of a national organ to be maintained by the Association, which could do the work that, on account of its infrequent meetings and the few subjects discussed, the Association at present is unable to do. With reference to the general policy of the pro-

posed organ, Miss Hull says, it should be an open one, "to receive contributions from every grade of teachers and upon every subject of true educational interest, the acceptance or rejection of such articles being, however, subject to the censorship of the editorial staff or committee, for the articles published must be such as are truly worthy of the Association they represent, and the great work of educating the deaf which they purpose to promote. All party feeling and bitterness of invective against other methods or other teachers should be rigidly excluded as unworthy and self-destructive from a national standpoint. Our standpoint is: All acknowledge that if speech be possible for the deaf, to teach them by spoken language is the best system. That it is possible for some of the deaf to be thus taught all admit. Therefore, to take for granted that all desire the application of this system to an ever-increasing number of the deaf, can do harm to none. Again, methods of teaching language and kindred subjects adapted to benefit pupils taught by speech will equally benefit the deaf taught by silent systems. Therefore, we wrong none by asking all to carefully abstain from advancing topics likely to revive the old controversies as to system. One sole aim should animate all the contributors—the advancement of our work, the raising of our standards of efficiency, and the common welfare of the deaf, not only during the years of their school life, but looking forward to their future position in the world, not only as bread-winners for themselves and their families, but as useful and happy citizens, able and willing to take an intelligent interest in, and to promote so far as in them lies, the general welfare of their nation and country."

After an interesting discussion the question of an Association publication was upon motion referred to a committee to consider it.

The Conference then proceeded to the discussion of the report of the Secondary Education Committee. The report strongly urges more advanced education for the brighter pupils in the schools, but laments the lack of Government support in the amount of funds granted. It further urges that successful secondary education could be made a strong lever to bring pres-

sure to bear upon Government to the securing of larger grants for all purposes.

The annual general meeting followed, at which routine business was transacted. Action was taken at this meeting by resolution looking to effort to secure a general increase of salary to teachers in the schools, thus making it possible to draw into the work a better grade of teachers and thereby raising the standard of work.

# REVIEWS.

**Annual Report of the Georgia School for the Deaf, at Cave Spring, 1900.**

In his report to the Governor, President Felix Corput of the Board of Trustees, refers to an examination made by Dr. M. M. Stapler, of Macon, Ga., of a number of the pupils of the school with the purpose in view of curing them of deafness. The President says :

"At the request of Dr. Stapler ten congenital deaf-mutes were turned over to him for examination, the school's physician, Dr. J. C. Watts, having charge of the pupils. He reported that in only one case out of these, could he see any response to the examination and partial treatment ; this treatment of course was very superficial. I beg to suggest that the claims of Dr. Stapler be fully investigated by a committee of experts. If he can accomplish the results claimed, and I understand he has patients in Macon who have been cured by him, his satisfactory treatment would result in the relief of many, who, as it is, are doomed to total deafness for all time. It would be an immense saving of money to the state, and gladden many a parent's heart.

"For years I have thought that every pupil before being admitted to the school should be subjected to a medical examination to determine his mental and physical condition and aptness to receive instruction. His ability for receiving successful medical treatment might also be determined, and then only those whose hearing could not be restored sufficiently to be admitted to the public schools, should be admitted here. Dr. Stapler claims that he has patients now attending public schools in the city of Macon, whose parents expected to have educated at the school for the deaf. Dr. Stapler is an earnest worker in this cause, and I was impressed by his straightforward answers to all questions."

Principal W. O. Connor reports 164 pupils in attendance in the white department and 51 pupils in the department for negroes, a total of 215 pupils in the two schools. This attendance is 37 in

excess of that of the previous year. The crowded condition of the buildings makes necessary additional facilities, and request is made for appropriations amounting to $70,000 to supply them.

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**Annual Report of St. Joseph's Institute for the Improved Instruction of Deaf-Mutes**, Fordham, Brooklyn, and West Chester, N. Y.

This school has three branches, one at Fordham, one at Brooklyn, and the third at West Chester, N. Y. The three branches are under one Board of Managers, each branch with its Superintendent in charge.

The President of the School, Anna R. Peacock, reports a total attendance in the three branches of 377 pupils, of whom 191 are boys and 186 are girls.

The Fordham branch is for girls and contains 113 pupils. Miss Rose A. Fagan, the Superintendent, speaks of a practice that has obtained of the entire school assembling once a week to witness an examination of one or another of the classes. She commends the practice as most beneficial in its results, the teachers especially gaining much from friendly suggestions offered and criticisms made.

The boys' department at Westchester has an enrollment of 191 pupils. The Superintendent of the department, Miss Ellen E. Cloak, speaking of the methods employed in the school, says :

"The school comprised sixteen classes taught by eighteen teachers including superintendent, principal, and art teacher. Speech, writing, and the manual alphabet were the means of communication employed in the class-rooms between teacher and pupil, theoretically in the order named, but practically, careful and impartial observation seems to indicate that preference was given to *writing*."

This school also has its weekly public examination of classes in the assembly hall, and the results are pronounced helpful in the emulation excited.

The Brooklyn branch is for girls and the number of pupils in attendance is 73. The Superintendent in charge is Miss Mary Hendrick. She speaks of the need of more books for the library

and of the eagerness with which the books now in the library are read by the pupils. She makes mention of the special attention that is being paid to the training of the pupils in housework with the endeavor to cultivate in them a habit of industry and a love of labor, maintaining that if the pupils can leave school with a love of books and a love of labor, a fair degree of success and happiness is assured to them in after life.

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**The Centenary of the School for Deaf-mutes at Genoa,** Italy, May, 1901.

This handsome pamphlet in folio, of 52 pages, was gotten up entirely by students of the Institution, who set the type, printed it and furnished the engravings (lithographs). The work certainly does credit to the Institution which issued it. It gives, in brief form, a history of the school, from its foundation to the present time, and a statement of its present condition. The main portion of the pamphlet, however, is devoted to the life and work of the Rev. G. B. Assarotti, the founder of the Institution. Assarotti was born at Genoa on October 25, 1753, and was educated for the priesthood. He soon attained distinction in his sacred calling by his lectures on theology. One day, when ministering in the church of St. Andrew, he accidentally met a youth whose sad state as a deaf-mute touched his heart, and henceforth he determined to devote his life-work to the education of deaf-mutes. He commenced with a small class of six, who met in his modest room for instruction. For a long time his work languished from neglect and opposition; but, in spite of innumerable difficulties, Assarotti continued his labors in the most energetic and self-sacrificing spirit, and finally he saw his efforts crowned with glorious success. After various delays, the school was established on a firm basis as a government institution, and Assarotti was appointed its principal. In his instruction he did not follow one special method, but was eclectic; as he wrote to a friend, "I flatter myself that I am competent, for I am convinced that I am able to comprehend that our teaching should be as simple as that of nature, and that I should not swear by the words of any one."

**Fifty-sixth Report of the Institution for Deaf-mutes at Emden, Germany,** for the period April 1, 1900–March 31, 1901.

This institution—though not one of the larger ones of Germany—is in a flourishing condition under the leadership of its distinguished Director, O. Danger, known to our readers by various articles on the subject of deaf-mute education. The number of scholars was 33.

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**Une Ame en Prison** [A Soul in Prison], by Louis Arnould, Paris, 1900.

This pamphlet of 24 pages gives the history of Marthe Obrecht [mentioned in Vol. II, No. 2, of the ASSOCIATION REVIEW], the poor blind and deaf-mute girl, who, when received at the Institution of Larnay, conducted by a Roman Catholic sisterhood, rather resembled a wild animal, but who, through the untiring and self-sacrificing efforts of two of the sisters who took special charge of her, within the space of five years, became a rational being, able to read, write and sew, and make herself useful in many other ways. This case of Marthe Obrecht must for all time be considered as one of the greatest triumphs of patient, painstaking education of deaf-mutes. The little pamphlet is embellished by a number of beautiful photogravures, showing the Convent of Larnay, Marthe Obrecht engaged in different occupations; and one of her teachers, and also one of the girls given to her as a companion.

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**Manuel Illustre des Classes d'articulation** [Illustrated Manual for classes in articulation], published by the Departmental Institute for Deaf-mutes at Asnières, Department of the Seine, France.

This volume, in large folio—20 x 13 inches—contains 430 illustrations—six to a page—of animals, plants, household articles, etc. What we admire especially in this manual is the clear way in which these pictures are drawn, with as few strokes as possible,

so that even a little child would immediately recognize them, even if the names were not given below. The size of each drawing is so large that when the book is placed on an easel on a platform, even those children who sit at a little distance can easily distinguish each picture. There is a smaller edition of this same manual—7 x 9 inches—containing exactly the same pictures as the large edition, and—as we presume—intended for private study, in fact, a text-book.

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**Abnormskolarna: Finland** [Report on the Finland Schools for the blind, deaf-mutes, idiots etc.], Helsingfors.

This work, in five parts, gives a full description of all these schools, their history, course of instruction, and statistics; and more especially their condition during the period 1892-1895.

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**Nordisk Tidskrift for Dofstumskolan** [Scandinavian Journal of Deaf-mute Instruction], Goteborg, Sweden, Nos. 4 and 5, and 6 and 7, 1901.

No. 4 contains: Johan Ostberg, "Report on a tour of inspection of the Swedish institutions for deaf-mutes during the years 1896-1898" (concluded); N. K. Larsen, "Formal speech exercises" (first article); Fredrik Nordin, "Two Congresses: Meeting of German teachers of deaf-mutes at Hamburg" (third article). Miscellaneous communications. No. 5 contains: G. Forchhammer, Nyborg, Denmark, "Is there a difference ?" treating of an alleged difference in the method followed in the various Danish speech-schools; Fredrik Nordin, "Two Congresses" (concluded); N. K. Larsen, "Formal speech exercises" (second article). Miscellaneous communications.

Nos. 6 and 7: Review of E. Schmiegelow's work, "Contributions to the experiments made with deaf-mutes in Denmark, Copenhagen, and Berlin, 1901," 113 pages, by Prof. V. Uchermann, Christiania; "The Application of the Speech-Method in the Instruction of Deaf-Mutes," by J. Blomguist. This article

quotes replies to an inquiry on the subject addressed by Mr. Blomguist to prominent European teachers of deaf-mutes as follows :

*1. Director W. Gude, Stade, Hannover, Germany:* "Basing my opinion "on practical experience, I must state that all deaf-mute children who "possess a normal capacity for understanding and forming an opinion, a "normal memory, and normal organs of sight and speech, will be advan- "tageously instructed according to the German method. The success of "this instruction will depend on in how far the necessary physical and "psychical conditions are found in the scholar."

*2. Director J. Vatter, Frankfort-on-the-Main:* "I cordially agree with "your opinion that all deaf-mutes who possess a normal understanding "and normally developed organs of speech and sight, should be instructed "according to the German method. According to my experience only 10 "per cent. of the deaf-mutes with whom I have had to deal, are not capa- "ble of being instructed by speech."

*3. Director Eduard Walther, of the Royal Institution, Berlin:* "I hereby "declare positively,

"1st, That I am altogether and strongly in favor of the pure German "speech-method;

"2nd, That I will only permit those signs (gesticulations, etc.) which "persons possessed of all their faculties use in conversation;

"3d, That all deaf-mutes should learn the spoken language;

"4th, That only about 10 per cent. should *not exclusively* be instructed "by speech.

"5th, That insane deaf-mutes have no place in an institution for deaf- "mutes."

*4. Director A. Klotz, Halle, Germany:* "From an experience of 54 "years I reach the conclusion that all deaf-mutes who possess normal un- "derstanding and normally developed organs of speech and sight, can "learn to speak, and should be instructed according to the German "method."

*5. Inspector W. Hirzel, Gmund, Wurttemberg, Germany:* "All deaf- "mutes who are capable of being educated, even to a slight extent, should "be instructed according to the German method. I have often made the "experience that speech is of great use even to deaf-mute children of "mediocre faculties."

*6. Director N. Weissweiler, Cologne, Germany:* "During the time the "Cologne Institution has been in existence, it has had 555 scholars, of "which number 15, at most, had to be dismissed after a probationary "period of 1 to 2 years, owing to the absolute impossibility of their being "educated. The remaining 540 have been instructed according to the "German method. The result has been that the bright scholars made phe- "nomenally good progress, those with an average capacity have done very "well, those of mediocre capacity did satisfactorily, and those who were "a little backward acquired sufficient of an education to get on in the "world. Only about 10 per cent. of those who finished their course did "not in after life increase the knowledge gained at school."

*7. Director F. Kessler, Homberg, Germany:* "According to my ex- "perience of 37 years in the instruction of deaf-mutes, the German method "should be applied not only to talented but also to less talented children."

*8. Director H. Sæder, Hamburg, Germany:* "That at least 85 to 90 per "cent. of all deaf-mutes can profitably be instructed according to the Ger- "man method, has been proved by experience not only in Germany but "also in other countries."

*9. Counsellor C. Rentz, Stuttgart:* "Not only 85 to 90, but at least 95 "per cent. of the deaf-mutes can advantageously be instructed in the "spoken language, and I almost consider it a crime not to make them "acquainted with this language. I know from my own experience that it "is possible for nearly all deaf-mutes—with the exception of the idiotic— "to acquire a distinct speech which can be understood by any one."

*10. Director J. Deutsch, Vienna, Austria:* "It is my experience that "all deaf-mutes who, in addition to their deafness, are not suffering from "some other bodily defect, which might interfere with lip-reading and "speaking, can and should be instructed according to the German "method."

*11. Director G. Schiebel, Zurich, Switzerland:* "From an experience "of 60 years, I must state that in a school for deaf-mutes where in accord- "ance with the only correct principle—only those children are admitted "who possess more or less good mental faculties, and whose organs of "speech are normally developed, not only a certain percentage but *all* "scholars should learn to speak and read the spoken words from the lips "of the speaking person."

*12. Director A. Frese, Riehen near Bale, Switzerland:* "During the 50 "years of its existence the Riehen Institution has had 354 scholars. Of "these about 16 per cent. had to be dismissed before their confirmation, "owing to lack of aptness in learning; whilst 84 per cent. acquired the "spoken language according to Arnold's system."

*13. Director I. Bikkers, Rotterdam, the Netherlands:* "I am entirely "on your side, and consider the opinion that backward deaf-mute children "are more advantageously instructed through the written than through "the speech-method, as contrary to science and experience. Both at the "Gröningen and at the Rotterdam institution the banner of the spoken "language method is raised high with an enthusiasm based on innermost "conviction."

*14. Director W. Van Praagh, London, England:* "You will no doubt "be pleased to learn, that I not only agree with you, but even go further. "I maintain that all deaf-mutes—with the sole exception of the blind and "idiotic—can be instructed according to the beautiful spoken language "method."

*15. Director J. Hugentobler, Lyon, France:* "You are right when you "maintain that all deaf-mutes who possess normal mental faculties and "normally developed organs of sight and speech, i. e., 85 to 90 per cent. of "all deaf-mutes, can learn to speak through instruction in the spoken "language method."

*16. Prof. P. Fornari, Milan, Italy:* "It is my opinion that more than "90 per cent. of all deaf-mutes can be successfully instructed by means of "the spoken language method."

Mr. Blomguist says in conclusion: "I could quote a large number of replies from other persons, all of the same tenor; but

I deem the above sufficient." The remaining articles are: Legrand, "If I had anything to say,"—translation from the French by A. Hansen, Nyborg, Denmark; "The question of a journal (Swedish) for deaf-mutes, and the Association for the benefit of Deaf-mutes taught according to the Speech-method," by J. Wallin; "To and from the School. Free speech exercises," by I. A. Fjortofol. Miscellaneous communications.

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**Revue Generale de l'enseignement des Sourds-muets** [General Review of the Instruction of Deaf-mutes], Paris, March, April, May, and June, 1901.

March: "Concerning the assistance given to deaf-mute children by instruction and education," paper read at the International Congress of Public Assistance and Private Benevolence, Paris, 1900, by Dufo de Germane; "Biography of Jean Conrad Ulrich" (1761-1828), one of the foremost promoters of the cause of deaf-mute education in Switzerland, by Edouard Drouot; "The International Congress of Deaf-mutes" (continued), by J. Marion. Bibliography: this portion contains a well-written and exhaustive review of the "Helen Keller Souvenir, No. 2," by Legrand. This number contains a view of the handsome club house (Cercle "Abbe de l'Epée" in Reims), opened in 1896, founded by the Union of Deaf-mutes of the District of la Champagne, and maintained by this Union in the most liberal spirit. The Club contains fine and spacious rooms for festivals, conferences, reunions, etc., a library, and all conveniences generally found in such clubs, both for study and recreation.

April: "The Swedish Schools for Deaf-mutes," by Fredrik Nordin; "The School for the Blind at Wenersborg, Sweden," by Elizabeth Auref-Nordin; "Concerning the assistance given to deaf-mute children by instruction and education" (concluded), by Dufo de Germane; "The International Congress of Deaf-mutes" (concluded), by J. Marion. This number contains a fine portrait of Mr. Jules André, censor of studies at the French National Institution for Deaf-mutes.

May: "Instruction of Deaf-mutes in Russia," by B. Thollon. We produce from this article a statistical table showing the methods of instruction followed in the Russian schools for deaf-mutes:

| Oral Method. | | Mimic Method. | | Dactylology. | | Mixed Method | | Method not Stated. | |
|---|---|---|---|---|---|---|---|---|---|
| | Pupils | | Pupils | | Pupils | | Pupils | | Pupils |
| St. Petersburg (Imperial) | 200 | St. Petersburg (private) | 25 | Jaropolié | 32 | Warsaw | 178 | Karkhow | 30 |
| Helsingfors | 100 | | | | | Moscow | 156 | Astrakhan | 20 |
| Abo | 100 | | | | | Maximovitchi | 20 | | |
| Kuopio | 100 | | | | | Taula | 10 | | |
| Borgo | 100 | | | | | | | | |
| Uleaborg | 100 | | | | | | | | |
| Saint Michel | 80 | | | | | | | | |
| Mitau | 70 | | | | | | | | |
| Fennern | 63 | | | | | | | | |
| Riga | 59 | | | | | | | | |
| Jyvaskula | 45 | | | | | | | | |
| Kazan | 42 | | | | | | | | |
| Jacobstadt | 40 | | | | | | | | |
| Marie (Tauris) | 30 | | | | | | | | |
| Warms | 29 | | | | | | | | |
| St. Petersburg (Trustees) | 26 | | | | | | | | |
| Minsk | 18 | | | | | | | | |
| Saratov | 12 | | | | | | | | |

[The table shows a total of 1214 pupils in schools under the oral method; 25 pupils under the mimic method; 32 pupils under the manual alphabet method; 364 pupils under the mixed method; and 50 pupils under methods not stated.]

"Assistance to backward deaf-mutes during infancy and youth" (paper read at the International Congress of public assistance and private benevolence, Paris, 1900), by N. Giboulet. "A Centennial in Italy," the celebration of the 100th anniversary of the school for deaf-mutes at Genoa, accompanied by a portrait and brief biography of Ottavio Assarotti, the founder of the school. Reviews of journals and periodicals.

June: "Assistance to adult Deaf-mutes," (paper read at the International Congress of public assistance and private benevolence, Paris, 1900), by Marius Dupont. After mentioning the workshops connected with various French institutions for deaf-mutes, where adult deaf-mutes can learn a trade, Mr. Dupont speaks of the Asylums and Homes for deaf-mutes. He considers such institutions as very necessary, owing to the circumstances that a great majority of deaf-mutes are unable to create for themselves, by their labor of hands or brain, an entirely independent position. Germany appears to have done a good work in this direction, as there are in that country quite a number of homes for aged deaf-mutes, where they may spend their declining years, if not in luxury, at any rate in comfort and free from all cares for their daily bread. In some of these institutions the aged deaf-mutes are employed in work—in farm and garden—as far as their strength will permit. One of the best known of these Homes is at Michelfeld, Bavaria, where there are about 400 aged deaf-mutes. "A deaf-mute before a French Court of Justice: Is he an Italian? What language does he write?" by A. Belanger—the curious case of a man arrested for vagrancy, in Paris, in May, 1900. The court being unable to do anything with him, called in several professors of the National Institution for deaf-mutes. It appeared, upon an examination by these professors, that the man was a deaf-mute Italian who did not understand any signs, but could express himself in writing. The strange part of it, however, was this that he did not express himself in any known language, but a language entirely his own, which followed a certain system, and invariably used the same term for the same object. As there are no special asylums for deaf-mutes in France, the judge of the court, Mr. Leydet, hopes to place the man in some charitable

institution. This number also contains a beautiful likeness of Dr. Alexander Graham Bell, and a biography of the same by A. Legrand, which we reproduce:

Alexander Graham Bell, son of a distinguished philologist, Prof. A. Melville Bell, whose numerous publications on vocal physiology, elocution, and phonetics are considered as standard works of reference, and grandson of Alexander Bell, who in his time won distinction by a method for correcting mistakes in pronunciation, was born at Edinburgh, Scotland, March 3d, 1847. He commenced his studies in his native city, and finished them in London, where he had the benefit of the advice of Sir Alexander Ellis, whose works on mathematics and phonetics are celebrated throughout the entire world.

The problems of vocal physiology interested him at all times, and even before paying any attention to deaf-mutes, he thought of utilizing electricity for the transmission of words to a distance. Called to Boston (U. S. A.), owing to various circumstances which it would be too long to recall here, he endeavored to apply the system of "visible speech" to the instruction in speaking of the young deaf-mutes who frequented the celebrated Horace Mann School. At that time he did not yet believe in the possibility of lip-reading. Thus he tried, in that establishment, a series of experiments with the view to invent for the use of deaf-mutes a "hearing" machine which would interpret to their eyes, e. g., by the vibrations of a flame, or of a thin dagger moved by the voice, the undulations which we perceive as well as the sound. The apparatus which he constructed did not answer the purpose; but, on the other hand, by successive improvements he produced the marvelous telephone, thus—to use his own picturesque expression—"giving ears to the telegraph" (1876). It appears curious to us to recall the circumstance that the invention of this "transmitter of the articulated word" is due principally to researches undertaken by the inventor for the purpose of causing the deaf-mutes to speak. Thus it is true that the instruction of deaf-mutes leads to everything—just like journalism!

The famous inventor of the telephone has other claims to fame in the purely scientific domain. But it is not as a scientist but as a benefactor and philanthropist that the "Revue Générale" is happy to pay homage to him. As regards his efforts in behalf of those who have lost the sense of hearing, we must say that the man of science sank into the background and gave way to the apostle. Dr. Bell, possessed of the spirit of combativeness, and the talent for organizing, a brilliant speaker and judicious writer, combines therewith a perseverance and a practical sense, which

daily bear rich fruit. None of the problems concerning the organization of our teaching, the practice of the oral method (statistics, experimental private schools, the American Association for the teaching of speech to the deaf), the future of persons deaf by heredity, nothing is foreign to him. We see him constantly in the breach at national or international congresses, in educational reviews and journals of every kind, placing his word and his pen at the service of the deaf whom, above everything else, he wants to transform into speaking beings, in order to emancipate them more completely.

Having received from the French government, in 1880, for his marvelous invention, the Volta prize of 50,000 francs, the illustrious Doctor put this sum aside for a work which should eventually contribute to the improvement of the condition of deaf-mutes. Having, some time after this, distinguished himself by a new invention, which proved exceedingly profitable, he utilized the sum above referred to, and founded the "Volta Fund," then amounting to 100,000 dollars, and finally founded the "Volta Bureau," whose importance will be understood when we state that it was the aim of the founder to gather all knowledge relating to the education of the deaf, and to facilitate its diffusion. A creation like this is sufficient to render Dr. Bell's name immortal. This, however, was not the limit of his efforts; and his work as a popularizer is beyond praise. In mentioning the opening of a "School of Vocal Physiology" (1876), the foundation of the "Amercian Association to Promote the Teaching of Speech" (1890), to which he generously presented the sum of 25,000 dollars at the first meeting of the committee of organization, the opening of day-schools for the deaf in the State of Wisconsin (1885)—a reform movement to the triumphant success of which he contributed powerfully, his "Historical Notes Concerning the Teaching of Speech to the Deaf" which the ASSOCIATION REVIEW is publishing at the present time—we only give a feeble idea of the immensity of the efforts put forth to this day by this indefatigable apostle.

In order to place before our readers the principal phases of so rich a life, rich in labor and devotion, and illumined by the rays of an unshaken faith in a better future in store for the silent world, we must say a few words of Dr. Bell as a teacher. The practice of our method, both as regards the breaking the fetters of muteness and the teaching of speech, is quite familiar to the founder of the Volta Bureau. In 1872 he took charge of the education of a young person who had been deaf from birth, and succeeded in endowing this person with a knowledge of the common language

to such a degree as to elicit universal admiration. Somewhat later, in 1883, he opened at Washington a private experimental school, which, however, he was compelled to abandon after two years, owing to the numberless embarrassments caused by a memorable law suit relating to the telephone. The Hon. John Hitz, the Superintendent of the Volta Bureau, has given us an interesting account of Dr. Bell's experimental school.

Space is lacking (but we propose to return to this subject at some future time) to give some account of Dr. Bell's views on the synthetic teaching of articulation, on the classification of methods, and to recall his testimony before the Royal Commission at London in 1887, which was in reality nothing but a long and earnest pleading for the teaching of speech to all deaf-mutes.

"Polished, courteous, and affable, a 'gentleman' in every sense of the word, rich and generous, no one could receive the enormous success of his labors with better grace and modesty than Dr. Alexander Graham Bell." His kindly manner which captivates his friends and attracts all that come in contact with him, has doubtless contributed not a little towards smoothing for him the rough paths of human life. It is true that it is a rare case where fortune has smiled on an inventor as it has smiled on Dr. Bell. It is just, however, to state that his success has not spoiled him. Such as he was before the invention of the telephone had brought him riches and fame, such he has remained—a modest man without any pretentions. Prof. Melville Bell is justly considered by Americans as the "Nestor of Elocution." His son, Prof. Alexander Graham Bell, has inherited his brilliant qualities. "The value of the present article would be greatly enhanced—writes the editor of the 'Success,' of New York, on the 25th of March, 1899, who had interviewed the famous scientist, if I could give in words the charming way in which Mr. Bell emphasizes all he says, by gestures, by the expression of his face, and above everything else by his superbly distinct diction, which he owes to a great extent to his intercourse with lip-reading deaf."

In concluding this short notice, we take great pleasure in mentioning the worthy companion of Dr. Bell, Mrs. Mabel Gardiner Bell, one of the most distinguished speaking deaf, who reads from the lips with the most consummate skill, herself a pupil of Mr. Graham Bell, and daughter of the late Gardiner Greene Hubbard, "one of the first and most zealous promoters of speech-teaching in the United States," whose memory is revered by Americans.

**Organ der Taubstummen-Anstalten in Deutschland** [Organ of the Deaf-mute Institutions in Germany], by J. Vatter, principal teacher of the Institution for Deaf-mutes in Frankfort-on-the-Main, 47th year, April, May, June, July, 1901.

April: K. Beck-Nagold, "Compulsory education of deaf-mutes the essential condition of a successful organization of deaf-mute education." Reviews of books, and miscellaneous communications.

May: "What form does the articulation instruction according to the purely German method assume ?" by J. Vatter; "German Museum for Deaf-mute Education, at Leipzig, Saxony." This museum is steadily increasing its valuable collection of reports, biographies, histories, portraits, maps, plans, and engravings, all relating more or less to the education of deaf-mutes. The number of books and other articles of interest presented to the museum during the last year was about 150. "Some new phases of modern educational thought," by Thomas Balliet, of Springfield, Mass.—translation from the ASSOCIATION REVIEW, Vol. II, No. 2, by H. Hoffman, Ratibor, Prussia; "The essentials and the value of object instruction in language," by G. Haus. Miscellaneous communications.

June: "Objections to systematic object lessons," by Held. This article criticises the weak points in M. Schneider's article on "Free object lessons, or conversational language," in the "Journal of Deaf-mute Education." "Essential characteristics and value of object lessons in teaching speech" (concluded) by G. Haus; "Explanations of the Zurich opinion in the dispute between De l'Epeé and Heinicke," by Hunziker. This opinion was rendered by the faculty of Zurich College during the last quarter of the eighteenth century, and has been reprinted several times. The article is chiefly intended to throw more light on the personality of the various professors who rendered this opinion. Miscellaneous communications: Mention is made of a "course of information" for physicians and teachers in deaf-mute institutions, held at Munich in the spring of 1901, by order of the Bavarian Ministry of Public Instruction. Nine physicians (among

them one from Poland and one from Chile), and twelve teachers of deaf-mutes participated in this course.

July: "A teacher of backward deaf-mutes and his jubilee," by K. Finckh, of Schleswig—a sketch of the life and self-sacrificing activity of Mr. Levit, who devoted fifty years of his life to improving the condition of intellectually backward deaf-mute children in Schleswig, often under very trying circumstances, both during the time (till 1864) when Schleswig still formed part of the Danish monarchy, and since under the German Empire; "Meeting of the Saxon teachers of deaf-mutes at Nossen, June 17th, 1901," by G. Wüstner; "Psychology of Language," by Dr. Julius Burghold; "Report on the first course for physicians held at the Royal Institution for Deaf-mutes at Berlin, May 14th to June 2d, 1900." Miscellaneous communications.

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**L'Educazione dei Sordomuti** [The Education of Deaf-mutes], Siena, Italy, May 1 and 15, and June, 1901.

Contents of the first number: "The question of the rule of Rome" (i. e., in how far the ministry at Rome should be the highest authority in all matters pertaining to the education of deaf-mutes), by P. Fornari; "Antonio Forni" (a reply), by C. Perine; "The selection of our Scholars," by G. Ferreri; "Concerning the conjunction 'if'," by A. Fabbri; "The teaching of language in the first, second, and third year" (conclusion), by Beattie. Various notices and communications. The second number contains: "The Imperial Institute for deaf-mutes at St. Petersburg," by G. Morbidi; "The Deaf-mutes of Paris," by C. Lazzerotti; "The character and work of Forni," by P. Fornari; "Otology and the schools for deaf-mutes" (from the Italian Archive of Otology, etc.) Three books, journals and reviews, by G. Ferreri; Bibliography, and miscellaneous communications.

The third number contains: "The strong idea of P. Ferreri, and the examination of the solution of the problem," by A. Hecker; "Empèrism in the schools for deaf-mutes," by C. Perini; "Mr. Tarra, as opposed to the examinations," by De Minimès. Miscellaneous communications.

July: "The cause of deaf-mutes in the Italian Parliament," —extracts from the Parliamentary Record; "The selection of our scholars" (continued), relating to the proper grouping of the scholars in the various classes of a school, by G. Ferreri; "G. Tarra: on final—graduation—examinations," by De Minimès; "Once more, the Roman Institution," by P. Fornari and G. Ferreri. Miscellaneous communications.

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**Smaablade for Dovstumme** [Leaflets for Deaf-mutes]. Vol. 11, No. 76, Copenhagen, Denmark, May-June, July, 1901.

This is one of the brightest of the Scandinavian periodicals for deaf-mutes. The May-June number contains, among the rest, a short biography—with a portrait—of Mr. Albin Maria Watzulik, one of the few deaf-mutes who, in his profession of printer, has made an honored name for himself outside of deaf-mute circles, and far beyond the confines of his native country, Hungary. He was born in the city of Tyrnou, in 1849, and could speak and hear till he was four years old, when after a severe attack of scarlet fever he gradually lost these faculties. Through his indomitable energy he worked his way up in printing, the trade which he had chosen for himself when little more than fifteen years of age. He now occupies the responsible place of foreman in the Court Printing Office at Altenburg (Saxe-Altenburg), in Germany, one of the most famous establishments of that kind in that country, which has been in existence for upwards of 200 years, and employs about 200 men.

Among the contents of the July number we notice the fact that a committee of prominent citizens of Copenhagen has taken preliminary steps for the erection of a special church for Deaf-mutes, by resolving unanimously at their meeting on the 22d of June, 1901, to buy a suitable lot, and to address a petition to the Ministry of Ecclesiastical Affairs and Public Instruction for aid from the government towards the erection of the building, on condition that each of the three associations which the Committee represents, contribute 8000 Krone [$2,144]. This little publica-

tion invariably devotes a good deal of space to personals, stating where and in what circumstances former scholars of the three Danish Schools for Deaf-mutes reside. This is certainly an excellent feature, as it serves to keep up the connection between scholars and their *alma mater*.

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**Tidning for Dofstumma** [Journal for Deaf-mutes], Nos. 2, and 3, 1901, Stockholm, Sweden.

Number two, besides giving a biography and portrait of Frans Hjortzberg (died April 17, 1901), a Stockholm alderman who devoted all his energies to furthering the interests of the deaf-mutes of Sweden, is principally occupied with various suggestions for the reorganization of the Swedish Association of Deaf-mutes—a matter of purely local interest.

Number three contains interesting sketches of travel, but is principally devoted to matters of the Stockholm Association of Deaf-mutes, and its newly elected officers for the year 1901-1902, all of whose portraits are given.

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**De Doves Blad** [Journal for Deaf-mutes], edited by Rev. C. Svendsen, Christiania, Norway, Nos. 20 and 21, 1901.

Both these numbers contain only articles of interest to Norwegians. Amongst the rest there is a letter from one of the former pupils of the Christiania Institution for Deaf-mutes, dated Shanghai, China, February 1, 1901, giving descriptions of the Boxer uprising, and the troubled times in China.

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**Le Messager de l'Abbe de l'Epee** [The messenger of the Abbè de l'Epèe] a semi-monthly periodical published by Abbè Ed. Rieffel, of Currière, France, Vol. 33, Nos. 1-9, January-May, 1901.

This is a little periodical of a pronounced religious character, published at the famous Currière Institution, but which also contains short stories, and miscellaneous communications concerning deaf-mute education.

**Blatter fur Taubstummenbildung** [Journal of Deaf-mute Education], Berlin, May 1 and 15, June 15, and July 1, 1901.

The first of these numbers contains an account of three addresses delivered at the Paris Congress of 1900, against the speech-method, by J. Heidsiek, E. Dusuzean, and E. M. Gallaudet. In these three addresses the following views are more or less distinctly brought out by all of them: first, that the advocates of the speech-method are opposed to signs of any kind, and are so entirely wrapt up in their method that they even neglect reading and writing, and speak to their scholars like automatons; second, that deaf-mutes taught by the speech-method speak very indistinctly, and do not at all learn to converse by signs; third, the slight esteem in which signs are held. These three points which indicate the most essential differences between the advocates of the two methods, are however, based on a misunderstanding and erroneous ideas; they consequently do not prove anything against the speech-method, which, after all, remains the best means of instructing deaf-mutes, especially if it is used by a conscientious and experienced teacher. J. Kerner, "Contributions towards a justification of the German method" (concluded); Fr. Frenzel, "On weak-minded speechless children." The second number contains: G. Forchhammer, "The question of methods"; A. Freese, "The value of the so-called speech-instruction through the ear." Various miscellaneous communications.

The June number is largely occupied with the first part of a long and exhaustive treatise on the respective merits of the free object instruction and conversational language as the basis of the elementary instruction in language in schools for deaf-mutes, by M. Schneider, of Brunswick, Germany. His treatise has to some extent been caused by the general feeling of unsatisfactoriness with which the majority of the teachers of deaf-mutes look upon the results of their teaching. Scholars who have left the school often prove subjects of serious disappointment, when it is seen that in many cases all the trouble and time spent in teaching the spoken language has not borne the desired fruits. But even the scholars who are still at school give rise to our asking the humiliating question: "Why does a deaf-mute who for years has

been instructed by the speech-method, use the sign-language almost exclusively outside of school hours?" This question and its answer form, so to speak, the key-note of Mr. Schneider's treatise, which will be continued in future numbers of the journal.

The July number contains: "Free object lessons or conversational language as the basis of elementary instruction in speech in schools for deaf-mutes," by M. Schneider (continued); "The International Deaf-mute Congress of Paris, 1900," by J. Karth. Personals. Reports. Miscellaneous communications.

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**Revue Internationale du Pedagogic Comparative** [International Review of Comparative Pedagogics], Vol. 3, No. 5, Paris, May 25, 1901.

"Intellectually backward children in schools for deaf-mutes," by A. Dubranle; "The School of House-keeping at Mont-De-Marsan"; "The Departmental Institution for Deaf-mutes at Asnières"—brief report on the characteristic features of this institution, by Dr. J. Pioger; "All or nothing—a door should be either open or shut," last paper written by the late Prof. Gabriel Rancurel of the National Deaf-mute Institution of Paris—a discussion of the respective merits of the two principal methods of deaf-mute instruction, in the form of a dialogue between the professor and his friend Gaston; "Simplified orthography," by P. Lémont. Reviews of foreign books and periodicals.

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**The Imperial Russian Institution for Deaf-mutes** at St. Petersburg.

This pamphlet of 24 pages, in the French language, was specially prepared for the Paris International Congress of Deaf-mutes, of 1900, by the very able Director of the Institution, Mr. Alexander Ostrogradsky. It gives a brief history of the institution, and an account of its present condition, and is embellished by a number of engravings, amongst the rest some fine portraits of the Emperor and Empress of Russia, Mr. Ostrogradsky, and a view of the institution showing the vast extent of the buildings.

It may be stated that this institution owes its inception to the

Imperial Russian family, and that ever since it has enjoyed the special favor of the successive rulers of the vast Empire. One day during the summer of 1806, the Empress Marie Fedoroona, the wife of Paul I, met in the park of the palace of Paulovsk two young boys, one of whom was a deaf-mute. This meeting produced a powerful impression on the mind of the charitable Empress, and that very year she founded, at her own expense, an institution for deaf-mutes at Paulovsk. It was begun on a small scale, and at first only numbered 12 scholars, who were instructed by Father Sigmond who had studied the art of educating deaf-mutes at Vienna. But not only did the Empress during the first years of its existence meet all the expenses of the institution, but also took an active interest in its welfare. She personally superintended some of the studies, was present at the examinations giving prizes to the best scholars; and when scholars had finished the course found places for them where they could earn their living.

Finding the development of the institution too slow, she entered into a correspondence with Abbé Sicard at Paris, relative to the best methods for improving the condition of the institution, and finally succeeded in inducing Mr. Jeoffret, a pupil of the Abbé de l'Epée to accept the place as Director of the institution, which place he held till his death in the year 1824. Gradually the number of scholars increased; and in 1809 it was found necessary to move the institution from Paulovsk to St. Petersburg where it has remained ever since, first in a small building, and since 1820 in its present palatial building. Mr. Jeoffret was succeeded as Director by Mr. Gourtzeff, a Russian; and he by Mr. Fleury, a Frenchman. Mr. Fleury devoted all his efforts to the development of the institution and wrote a work on the education of deaf-mutes. But his chief merit rests on the fact that he strongly recommended the speech method. The work was continued on the same lines by Mr. Fleury's successor, Mr. Speschneff who had carefully studied the method followed by the famous German teacher Hill. A new epoch dates from the appointment of Mr. A. Pfoll as honorary curator of the institution. Mr. Pfoll visited the principal institutions for deaf-mutes in foreign countries, and returned to Russia deeply convinced that the sign method did no longer meet modern requirements and that it was absolutely necessary to replace it by the pure speech method. In 1896 Mr. Ostrogradsky was appointed Director; soon new regulations were established, and the sign method was definitely abolished, so that now the pure speech method is the only one employed in the instruction imparted in the Imperial Russian

Institution for Deaf-mutes. In order to carry on the work of instruction more systematically and effectually normal courses for teachers of deaf-mutes have been established where they receive a thorough training for their future calling.

The institution derives its income from the following sources: 1, the interest of the legacy (about $580,000) left by the founder, the late Empress Marie Fedoroona; 2, an annual subvention granted by the Government for the support of 120 scholars who, by the provisions of the regulations are educated at the expense of the Government; 3, the amounts paid by some wealthy families for the education of their deaf-mute children.

The institution possesses the vast building at St. Petersburg, and a number of country houses in the environs of the capital, where the scholars and the professors with their families can spend the summer.

The annual expenditure is about $86,850.00. The present number of scholars is 162: 108 boys and 54 girls. Children from all classes of society are received from the ages of 7 to 9 years. Before entering, each child is carefully examined by a competent physician, as regards its physical condition, and two of the professors, in conjunction with the Director, give the final decision whether a child shall be admitted. Paying scholars pay $202.68 per annum.

The institution has two distinct sections: one for boys and one for girls. The course of study occupies 9 years, 3 in the preparatory and 6 in the higher course. The method employed is the pure speech method. A limited number of scholars who could not derive sufficient benefit from this instruction, are sent to a separate institution where they learn the first elements of primary instruction and some trades suited to their intellectual condition.

The sanitary condition of the institution is exceedingly satisfactory; and the food is healthy and abundant, the scholars having four meals a day: at 7.30 tea and wheat bread, at 12.30 dinner, soup, meat and vegetables, accompanied by tea; at 6 p. m. some light refreshments and tea; and at 8.30 p. m. tea and wheat bread.

The number of teachers is 16, and the total number of employees, professors, master mechanics, etc., is 50. The course embraces: religion, the Russian language, arithmetic, geography, history, natural sciences, penmanship and drawing; whilst the following trades are also taught: printing, cabinet-making, bookbinding, locksmith's trade. During the last 15 years not a single scholar has left the institution who has not found suitable employment.

**Collection of Stories and Articles for Reading in Class and for the Entertainment of Deaf and Dumb Children,** by N. Lagovski, Inspector of the St. Petersburg Institution for the Deaf and Dumb.

As its title states, this is a book for deaf children, a reading-book for use in Russian schools. It is a small size quarto of 202 pages, well printed and beautifully and skilfully illustrated in half-tones and line drawings. It is by far the most pretentious and well executed work specially prepared for use by teachers of the deaf that has come to our notice, and we are constrained to the conviction that Russia is in advance of the rest of the world in thus providing suitable reading matter for the deaf children in her schools. The subject matter and arrangement of the work suggest our own admirable "Raindrop," but it is superior to that publication in its appropriate and suggestive illustrations. We present the following review of the work by one familiar with the Russian language:

The scope of this book is to teach the native language to the deaf and dumb, one of the most important, difficult, and complex questions to be solved in the education of these unfortunates. The knowledge of the language is the center and foundation of all other knowledge. All other branches are grouped and based upon it. The study of geography, physical science, history, and so forth, is only possible in so far as the language has been mastered. Consequently the greatest attention is given to the correct and fundamental study of the Russian language.

Firstly, care is taken that the deaf and dumb should learn to express themselves by word of mouth and they are taught only by communion with people talking to them. The influence of life, i. e., the immediate influence of man upon man by the living word serves as one of the greatest factors in the education of all men. The deaf and dumb are more or less isolated when out of school. Consequently the principal aim of the Institution is to put everything that could influence them at their disposal. This may be attained most easily by reading. Moreover, reading for the deaf and dumb is a means of continuing their education when they leave school.

On account of the great importance of reading, the following principles must be followed:

a. The reading must be fluent and the enunciation good;
b. The articles read must be correctly understood and remembered well;
c. The forms of speech must be accurately explained and taught to be correctly used;
d. The desire for speech and conversational language especially must be developed;
e. Multiple knowledge must be diffused; and as a result of all,
f. The enrichment of the soul and the ennobling of the heart will be attained.

The whole material of the book in question is divided into three parts and an appendix.

Section A, or General Information section, is subdivided into 12 chapters, of which the first—the school—contains small poems and narrations on school life in general, the usefulness of study and labor. The second treats of the seasons, nature, life, and various occupations, of men with regard to their dependency upon the seasons. The third chapter—the city—gives a knowledge of public buildings and institutions, artisans, their occupations, commerce, and money. The fourth speaks of the village; the fifth, domestic animals; the sixth, the kitchen garden, garden, and orchard; the seventh, fields and meadows; the eighth, the forest; the ninth, water, vapor, wind, clouds, rain, dew, etc.; the tenth, man and the animals; the eleventh, the occupations of men. This latter is the most complete of all, containing about eighty stories and articles which treat on family relations, human character, religion, public and national exigencies, and the Russian realm. The articles are written so as to be conducive to conversation, to questions and answers. The twelfth chapter contains poems, fables, and fairy tales. The material of each section is so graded as to evolve from the simplest form to a more and more complicated one as to expression and thought.

Section B, the second part of the reader, contains geographical information. All the articles are descriptive ones.

Section C, the third part of the book, illustrates history by descriptions and pictures of famous cities and monasteries in order to keep important historical facts fresh in the memory of the pupils. In short, and in general, it allows them to follow the origin and development of the Russian Empire.

The appendix contains three articles treating on the founders of institutions for the education of the deaf and dumb abroad and on the beginning and development of the same in Russia.

**Paul Binner and his Noble Work among the Deaf**, Hypatia Boyd. Milwaukee, Wisconsin, 1901. 8vo, pp. 58.

Could one but choose his own biographer, a teacher would be sure to choose from among his loyal and loving pupils. And having thus chosen one could scarcely ask that his life work be better, or more faithfully pictured, than in the brief biography before us. Few of us knew Paul Binner well, hence the narrative of his life comes as a revelation of the man—in the nobility of his character and in his earnest and unflinching zeal in behalf of the cause that he loved and to which he gave his life. We know now that in his death the work of the instruction of the deaf lost an able teacher, the state a loyal defender, and the world a noble man.

The spirit of love and the motive that actuated the author in presenting this tribute to her teacher's memory are fittingly reflected in her own words in the preface of the work:

"The author has written this, her first book, from an ardent longing to help perpetuate the memory of her beloved teacher, Paul Binner, and also to express, though inadequately, her deep and lasting gratitude, for the privilege of the key which admitted her to social happiness, to intellectual light and pleasures, namely the priceless boons of articulation and lip-reading without which she could not have graduated from the hearing high school in Milwaukee, nor have successfully attended the University of Wisconsin."

The volume is well printed and has a half-tone portrait of Paul Binner as a frontispiece. It may be obtained by addressing the author, 1046 National Avenue, Milwaukee. Price, $1.00.

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**The Deaf-Blind. A Monograph.** By William Wade. Printed for private circulation. Hecker Brothers: Indianapolis, Indiana, 1901. 4to, pp. 80.

The author of this volume in giving his prime reason for undertaking its preparation says: "I have been led to the preparation and publication of this monograph by many and frequent experiences of the incorrect views the public, and even the professionals in education, take concerning the deaf-blind." One

mistake that he would correct is, that the task of their education is one of great difficulty; another is, that a teacher taking up the work must needs have had previous experience or special training. He urges that schools for the deaf, rather than schools for the blind, are the better prepared for the teaching of the deaf-blind. A complete list of the known cases in the United States and Canada of the deaf-blind is given, with, in each case, a brief statement of important facts relating to it. The list includes seventy-two persons, sixty living and twelve dead. This great excess of the number of the living known cases over the dead, suggests the chief value of this volume as a record, as it also suggests the importance of the work that is now being done for this class of persons in caring for them and educating them.

The larger part of the volume is given to sketches of the lives of deaf-blind persons now receiving systematic school instruction and training. These sketches are most of them accompanied by portraits, which enhance greatly the interest of the sketches and contribute to the attractiveness of the volume. The mechanical part of the work has been well executed and it reflects much credit upon the publishers.

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**American Annals of the Deaf**, Washington, September, 1901.

The September number of the Annals has the following table of contents: "The Sixteenth Meeting of American Instructors of the Deaf," E. A. Fay; "The Meeting of Department XVI of the National Educational Association at Detroit, Mich.," E. A. Gruver; "The First Two Years' Work in Geography," Caroline R. Smith; "A Higher Standard of Primary Education in Our Schools," James L. Smith; "Caroline C. Sweet," Job Williams; "The Formation of a Speech Sentiment in a Combined System School," W. E. Taylor; "The Deaf in the Legal Profession," Theodore Grady; "Notes on Manual and Industrial Training—IV," Warren Robinson; "Some Little Foxes Among Our English Vines," Edith Vandegrift; "Catharine Pedersen," Myra L. Barrager; "The Deaf-blind Eligible to Schools for the Deaf," W. Wade. Notices of publications. School items.

# EDITORIAL.

**High Testimony**

In a time of transition as regards methods of instructing the deaf such as we are now passing through, and in the midst of the uncertainties that attend new and changing conditions incident to growth and progress, all expression of opinion touching vital questions, by educators of standing, experience, and ability, is especially welcomed. Such expression can not but be accepted as light in darkness, making plainer by so much the way to better things that all, regardless of individual practice or belief, are so conscientiously and earnestly seeking. A real service therefore has been performed by the writer in that excellent publication, "Nordisk Tidskrift for Dofstumskolan"—reviewed elsewhere—giving as he does a symposium of opinions of leading educators of Europe upon the question of the extent of "the application of the speech-method in the instruction of deaf-mutes." These opinions we reproduce in full—see pages 385, 386—and they are well worth careful and thoughtful reading. When such men as Gude of Hanover, Vatter of Frankfort-on-the-Main, Walther of Berlin, and all the rest that follow, place themselves as they have done, thus deliberately upon record in giving their views upon the question propounded, it will be believed that they have weighed their words well, and that they are in each instance the expression of deepest searching and of innermost conviction. There are no differences among teachers as to the desirability of the largest practicable application of speech-methods in the education of the deaf, therefore we feel that we but express a universal gratification that the testimony presented is so strong and so uncompromisingly for the speech-method as applicable to the large majority in the work of the instruction of the deaf. It is just this question of the measure of the applicability of the

speech method upon which we most wish assurance, and we can have no higher or better authority than this that we now have, in these men who speak from life-long experience in the use of the speech-method and from deep conviction of its adequacy for purposes of instruction.

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**A New Superintendent**

The retirement of Mr. J. W. Swiler from the Superintendency of the Wisconsin School for the Deaf at Delavan, makes a vacancy which has been filled by the appointment of Mr. Charles P. Cary, of Milwaukee. Mr. Cary comes to his new work with large experience as an educator of hearing children, leaving to accept the position a chair in the State Normal School at Milwaukee. While we cannot but regret Mr. Cary's inexperience in the special work of the instruction of the deaf, we may hope that his training as an educator of normal children has fitted him for quickly adjusting himself to the new conditions that confront him and that his administration will be in the highest possible degree a success.

Of Mr. Swiler's retirement we can say no less than that it is an occasion of most widespread and sincere regret throughout the profession. A man in the prime of life, a skillful teacher and successful administrator, the work of the instruction of the deaf will ill afford the loss of his services, and it may well be hoped that the loss will not prove a permanent one. Mr. Swiler we understand will take up his residence with his family in Burlington, Iowa, where he has extensive property interests.

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**A School Reopened**

We have received information of the re-opening of the San Francisco Day-School for the Deaf, which was closed some two years ago on account of illness in the family of the teacher, Mrs. Jennie B. Holden. The school starts with an enrollment of fifteen pupils and is in charge of Mrs. Holden who thus resumes her work. In connection with her school, a normal training class has been

started under the direction of Mrs. Holden. A Parents' Association has also been organized that it is hoped will in co-operating with the school contribute to its success.

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## AN ADDRESS BY HELEN KELLER BEFORE A YOUNG LADIES' CLUB.

The following address by Helen Keller before the Young Ladies' Club of Baddeck, at a meeting held at Beinn Breagh Hall, August 31, 1901, will be read with interest by all:

"Dear Friends:

"I do not know just how to tell you what I feel tonight. I am so proud and glad to meet the Young Ladies' Club of Baddeck. My heart throbs in appreciation of your presence here, 'but my tongue will not utter the thoughts that arise in me.' Here, in this beautiful home love is supreme; we see it in every flower; we hear it in the music that sings itself inside and outside our hearts; it makes everything beautiful! Here our griefs, our deprivations, our failures, are made to 'blossom like Aaron's rod' with flowers.

"People often ask me if I am happy. It seems strange to them that one who cannot see or hear should be able to enter into the joys of life. That is because they do not understand the power of love. By its magic one perceives that everything has its wonders—even darkness and silence. The eye cannot follow the flight of song; the ear cannot hear the music in the heart that receives it; but the spirit knows no limitation; it may follow the song to the utmost boundaries of the heavens and in the inner silence of thought listen to the music of the spheres.

"This thought is enough to make the saddest happy; it will make you happier if you will let it take root in your hearts. It was planted in mine by one who is all the world to me—my teacher—to whom all the best of me belongs; for there is not a talent or aspiration or joy in me that has not been awakened by her loving touch."

At the same meeting Dr. Bell told of the methods that had

been employed by Miss Sullivan in Helen's education, and offered the prediction that the success of these methods would in time revolutionize the entire system of instructing the deaf.

## CORRECTIONS.

Through inadvertence on the part of our reviewer an error found its way into the review of Mr. Sutermeister's Report of the Congress of Deaf-mutes held at Stuttgart, Germany, in May, 1900, given in our June number, page 272. Instead of saying, "The great majority of the delegates of the Stuttgart Congress were enthusiastically in favor of the pure oral method," it should have read, "The great majority of the delegates were enthusiastically in favor of the mixed method."

Another error occurs in the published list of schools on page 285, in which the name of the chief executive officer of St. John's Institute for Deaf-mutes, at St. Francis, Wis., is given as L. W. Mihm. It should read Rev. M. M. Gerend.

## OBITUARIES.

The death of Professor Samuel Porter, of Gallaudet College, Washington, at the advanced age of 91 years, removes from the profession the oldest and one of the best known of its members. He was spending his vacation at his home in Farmington, Connecticut, and died on the night of September 2, in the house in which he was born. He began the work of teaching the deaf at Hartford in 1834, and taught thereafter at Hartford, New York, and Washington for more than sixty years. He was for a time editor of the Annals, and later an associate editor of Webster's International Dictionary. The Annals speaks of him as "a man of extensive reading, profound scholarship, sound judgment, sweet disposition, and lofty spirit."

Philip G. Gillett passed away on the morning of Wednesday, October 2, 1901, at his home in Jacksonville, Ill., at the age of 68 years. Dr. Gillett was for many years Superintend-

ent of the Illinois School for the Deaf, at Jacksonville. Upon retiring from this position in 1893 he was elected President of the American Association to Promote the Teaching of Speech to the Deaf. He continued in this office until 1899, when the infirmities of age compelled him to give up active labor. At the time of his death he was still a Director in the Association. Dr. Gillett was a man of character and strength, and in his time he did a noble and great work, a work that he leaves behind him as an enduring monument to his ability and worth. A sketch of his life and an estimate of his character will be given in a future number of the REVIEW.

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Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary aims to keep a list of teachers and one of superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments. The General Secretary requests teachers whose names are on the list to notify him at once upon their securing positions. And the same request is made of Superintendents—to give immediate information when the vacancies on their teaching staff have been filled.

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EDITED BY

FRANK W. BOOTH

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# The American Association to Promote the Teaching of Speech to the Deaf.

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# THE ASSOCIATION REVIEW.

VOL. III, NO. 5.

DECEMBER, 1901.

## THE "MIXED METHOD" AND THE "PURE ORAL METHOD" IN GERMANY.

[The following letter is a response to a request by the editor of the REVIEW to the writer for a paper relating to methods employed in instructing the deaf in Germany, more especially however with it in view to have pointed out the prominent and distinguishing differences between the "mixed method" and the "pure oral method" as these methods may be respectively practiced in German schools. American teachers will be interested in making their own comparisons, and particularly in noting differences, between the "mixed method, or system" of Germany and the "combined system, or method" of America; as also between the German "pure oral method" and the American "pure oral method."—ED.]

EMDEN, GERMANY, October 4, 1901.

EDITOR ASSOCIATION REVIEW:

*Dear Sir:*—After reading your letter of the 24th of September, I was at first somewhat at a loss what to say on the subject concerning which you desire information. I must say that I have carefully watched all the literature on the subject both in Germany and in other civilized countries of the world. But the expression *"German mixed method"* was new to me. It is true that some years ago a German teacher of deaf-mutes gave loud bugle-calls for a retreat. But he had his trouble for his pains; not a single German institution followed his call; his first publications met with no success whatever; and his more recent

works were only read by a few specialists. Now he appears to have grown silent. I am aware that it is said that prior to Moritz Hill a "mixed method" had been followed in the older and larger German institutions for deaf-mutes. Hill was at the zenith of his activity and his fame when I received a call from the Government as teacher at an institution for deaf-mutes, of which it was *said* that the "mixed method" still prevailed in it. It is quite possible—and I may say right here that, according to the experiences which I made in H., it would not be a source of regret—that there are still in Germany institutions for deaf-mutes in which a similar method is followed as at that time, now more than 36 years ago, in H. But, at the present time no one will maintain that instruction is imparted in these institutions according to a *"German mixed method."* American teachers of deaf-mutes who know what a sharp line is drawn in America between the American "mixed method" and the "pure oral method" would perhaps smile if the method followed in the institutions above referred to were termed a *special method;* and possibly, they would remark ironically that this so-called method was no "method" whatever.

Who is the author of the "pure oral method," or, as we in Germany say, with due deliberation, the "German method"? Yes, give us a name—from S. Heinicke to M. Hill, or to the specialists who are mentioned most at the present time! *We* are not able to give a single name. Our method is the product of the labor of all the German teachers of deaf-mutes; it has grown gradually —and it is *far* from being definitely completed. The different teachers of deaf-mutes have labored under widely differing circumstances, and to a great extent their labor was a product of these circumstances. If at present different results are reached in X--where the work is carried on with a small number of pupils, under exceedingly favorable circumstances, and where the boarding school to an eminent degree aids the work of instruction—from those reached in Y, with its hundred boarding scholars and with a staff of teachers many of whom received their ideas at a time when the sign language was still all-powerful, this fact is easily explained. But it would be unjust if the people in X

said: "We work according to the *pure* German method, but in Y a mixed method is followed." At the time to which I referred above, this might pass; at that time the sharp line which divides the two methods in America was not yet known; but in our days such a statement is impossible.

I said above that it is *possible* that there are still institutions in Germany where instruction is imparted in a manner similar to the one followed in 1865 in H., and whose methods were, before I left H., denominated to me as "mixed." But I believe I can go still further, and state it as my own conviction, that one certainly even at the present day will find such institutions if one could peep behind the scenes. But whether the term "mixed method" can be applied to these institutions you can judge for yourself. I give below the leading features of this method:

1. *All* children receive from the very beginning instruction in articulation, and *all* scholars—no matter whether they show much or little aptitude for speaking—are requested during the entire course to use the spoken language in instruction.

2. In H. all teachers of the lower and middle classes aimed at a *direct association* of the object and its spoken designation. The intermediary of signs, pictures, or any other means was prohibited.

3. In H. the Director and the two oldest teachers (among nine) occasionally accompanied their instruction, which was imparted by the spoken language, by mimics, the Director also by mimic *signs* and even (when new words were introduced in the upper class) by the finger-alphabet. But these teachers had first to read off these mimic signs to the scholars, for, since instruction in mimics was no longer given, the mimic language which was frequently employed by the scholars outside of school hours, had experienced such a transformation that even the Director, who was the founder of the institution and formerly a master of the mimic language, did—as he himself stated—no longer understand the scholars when they communicated with each other by the mimic language.

Here, in "3", is the point on which American teachers of deaf-mutes will possibly base their statement that this is no

"method" at all. But all persons who have diligently studied the question will agree with me that, since the dividing lines are almost wiped out, we cannot speak of a *"pure German method"* and of a *"mixed German method."* *All* the Prussian institutions for deaf-mutes are grounded on the basis which, after the last storm which tried to uproot our method, has been clearly defined by the Order of the Ministry of Public Instruction, dated November 14th, 1892, which order was issued only after Privy Counsellor Dr. Schneider had made a most searching investigation of nearly all Prussian institutions for deaf-mutes.[1] In this order it says amongst the rest: It has been found that, with a few insignificant exceptions, the spoken language is everywhere the only language by which instruction is imparted. Even in German institutions outside of Prussia the sign language is used only to the same limited degree as in Prussia. The articulation or German method has been followed in the Prussian institutions since the Ministry of Public Instruction has taken upon itself the care of deaf-mute children. The main question in instructing and educating deaf-mutes is to make them feel their misfortune as little as possible and to render their position as easy and pleasant as possible; in other words it should be the aim to educate the deaf-mutes so as to make them truly religious, moral, and useful members of human society, and to prevent their being estranged or even entirely cut loose from the family in which they were born, the church to which they belong, and the state whose protection they may claim, simply through the lack of speech. The heavenly gift of speech is given to the deaf-mutes not as something which is mechanically acquired, but as a *free* possession.

Thus the deaf, but no longer mute but speaking child, takes its place in the family; and the adult deaf-mute is enabled to take

[1]It matters but little to *thinking* teachers of deaf-mutes whether perhaps this or that teacher requires in the first line only an *association* with the spoken word, and therefore during the first years of instruction does not pay any attention to the written language (Milan method), or whether he reverses this method (Gopfert and others), or whether the majority of the German teachers of deaf-mutes, from the very beginning of instruction cultivates the spoken and written language. The essential point is this that from the very outset the aim should be to make our language the bearer of thoughts for our scholars, to make it their *free* property.

an active part in church, state, and society. It is a mistake to suppose that this aim is only reached in a few cases; a repeated and thorough investigation of our institutions for deaf-mutes has proved the contrary. *"From the data furnished by this investigation it appears that there is no reason for making a change in the present method of instructing deaf-mutes."*

From the above it will be seen that there is no reason whatever for saying now: "In X instruction is imparted according to the pure German method, but in Y according to the mixed German method." It seems to me that our American colleagues labor under a mistake, which occurs very frequently in reading articles written by specialists in a foreign language. Possibly our American colleagues find the "mixed German method" in the *"mixed institutions."* This is all the more likely, as we speak and write of a "mixed system." The term "system" in this connection, however, has nothing to do with the "method," and does not relate to the *instruction,* but to the *organization* of an institution. Thus we read in some of our journals for deaf-mutes regarding the Western Provinces of Prussia: "In the Province of Hanover there is *one* 'mixed institution' for deaf-mutes [Hildesheim]. The Rhine Province has *two* 'mixed institutions'; whilst in Westphalia and Hesse-Nassau there are no 'mixed institutions.'" This simply means that, e. g., of the 88 scholars in the Hildesheim institution, 24 board in the institution, and that there are, therefore, *both* boarders and day scholars. In the other Hannoverian institutions (three in number) *all* the scholars—always two together—board in families which of course have been carefully selected. This is also the case in most of the institutions in the Province of Westphalia, and in all the institutions in the Rhine Province. The institution at Frankfort-on-the-Main, on the other hand, is a *boarding school pure and simple.* There are no mixed institutions in the Province of Hesse-Nassau, as the other two institutions (Homberg and Camberg) are *day-schools* in the full sense of the term. The Frankfurt institution, the one in which *each and every* use of the mimic language can be and is successfully fought against, is, therefore, in this respect, placed in exactly the same position

ent of the Illinois School for the Deaf, at Jacksonville. Upon retiring from this position in 1893 he was elected President of the American Association to Promote the Teaching of Speech to the Deaf. He continued in this office until 1899, when the infirmities of age compelled him to give up active labor. At the time of his death he was still a Director in the Association. Dr. Gillett was a man of character and strength, and in his time he did a noble and great work, a work that he leaves behind him as an enduring monument to his ability and worth. A sketch of his life and an estimate of his character will be given in a future number of the REVIEW.

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Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary aims to keep a list of teachers and one of superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments. The General Secretary requests teachers whose names are on the list to notify him at once upon their securing positions. And the same request is made of Superintendents—to give immediate information when the vacancies on their teaching staff have been filled.

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PUBLISHED BY THE

# IERICAN SCHOOL, AT HARTFORD, FOR THE DEAF,

HARTFORD, CONN.

# THE HOME INSTRUCTION OF A LITTLE DEAF CHILD.

STELLA K. WHITE, CARIBOU, MAINE.

[This paper was written two years ago, by the mother of a little deaf child with the purpose, as she expresses it in a personal note to Miss Sarah Fuller of Boston, "partly to keep a record that I might like to refer to in future years, partly to show to Kathryn as she grew older, partly with a vague idea of offering it for publication somewhere (but as to that my courage failed me), and mostly to pass away the time during a period of enforced idleness." She now sends it, hoping it may be of use to other parents. We are glad to be able to present the paper in the pages of the REVIEW, for the narrative is an exceedingly interesting one, and it contains much that will be suggestive even to teachers of the largest experience in the instruction of deaf children. Moreover, we feel that the paper will receive wide reading among parents of deaf children and that to them it will prove helpful and encouraging to an extreme degree. It will occasion great and sincere regret in all who read it that this story can never have another chapter, for death has within the year interposed and cut short the beautiful life so full of promise for herself and of hope for others.—ED.]

As it is always interesting to note whatever is accomplished in the face of great difficulties, it may be of interest to learn of the progress of a little girl, now seven years old, who is learning to talk and acquiring an education in spite of one great difficulty—a total lack of hearing from birth.

One can but admire the advancement of modern science and education when one reflects that thirty years ago this child would have been practically shut into her world of silence and shut out from communication with the world around her, excepting the extremely limited circle she would have reached by the sign language.

Before entering into details, it may be well to state that this is not the story of an exceptional child like Helen Keller, but is written to show what may be done with any deaf child of average intelligence in this enlightened age.

At three years of age, little Kathryn was put under the instruction of an experienced private teacher, but that was by no means the beginning of the work of teaching the child to speak and to read the lips. From early babyhood, those around her had with unwearying devotion continually talked to her as they would to a hearing child. From constant and untiring repetition, the little one had learned to say ten or a dozen words—imperfectly, however, like (n)ose, (h)orse, (h)a(t), app(l)e, etc.—and to read from the lips a dozen or so more words. "Nothing to brag of," as the old Scotchman said of his religion, but the child had found that objects and actions had names, and had learned to watch the lips for them, which was a long step in advance.

Just previous to Kathryn's coming under her care, her teacher asked advice of Miss Yale, one of the leading educators of the deaf in this country, concerning the best methods to be pursued in the teaching of so young a child. Miss Yale said, "Take the little thing up on your lap, and talk, talk, talk," and "talk, talk, talk" has always been the watchword of Kathryn's teachers and family.

Of course, at that age, the ordinary school methods could not be adopted, and to the child it seemd that there was nothing but play. But underlying all the games, tea-parties, kindergarten work, doll play, was the steady purpose in the mind of the teacher—the attainment of language by her pupil. New words were always given when occasion demanded them (oftentimes the occasion was *made*), and just *when* the child's interest was awakened in that particular object or action, and not before. For instance, the teacher and pupil sat down on the floor to play ball nearly the first hour of their acquaintance, and at the end of a delightful game, the word "ball" had been incorporated into Kathryn's vocabulary, as well as a new element gained, for it was not long, with a child of her imitative instincts, before the tip of the baby tongue was touching the roof of the mouth like the

teacher's to form "ll." "Go" was the result of a game of horse, where first the teacher was the driver constantly urging Kathryn, the horse, to "go"; then the positions were reversed, and the little girl was the Jehu with the teacher for the balky horse that would not budge unless told to "go," but who pranced willingly around the room at the sound of the magic word. This word was not attained though, till the baby hand had been placed over the teacher's throat many times to feel the vibration of "g." The same method was pursued to get the "c" in "car," when they saw the electrics going by. In "arm," one of the first words, the "m" was given by placing the tiny finger on the side of the teacher's nose, thus getting the nasal vibration; the "ar" being easily seen on the lips, was easily imitated.

Though *m* or *l* in themselves were not hard to get, there were difficulties in the way as the child advanced in this science, because the eye alone cannot distinguish the difference between many of the phonetic sounds as *m, b* and *p*; *t, d, n* and *l*; *f* and *v*; etc. Did you ever think how much alike they are? If not, look in the mirror, and say to yourself without voice, *m*an, *b*an and *p*an; ba*t*, ba*d*, ba*n* and ba*l*; and *f*an and *v*an. The sense of touch was called into play to differentiate these. The little pupil's hand was placed in front of the mouth to catch the breath sounds of *b, d, f, p, t, h,* etc., and to distinguish them from the nasal *m* and *n*. Placing the hand on the chin, also was a help in distinguishing *b* from *p*, as well as *d* from *t*. In teaching "wash," the hand-glass was brought in, and it was a source of greatest delight to the child to watch her breath dimming the mirror in "sh," the same as her teacher's did. In fact, the mirror has always played an important part in the little girl's acquisition of speech, for without that, she could not see whether she were imitating the teacher's lip-movements perfectly or not.

All the time the teacher was giving these sounds, she was watching the modulations of the child's voice at the same time, striving to make the tones as sweet and natural as possible. This was the more easily done as Kathryn had been put under instruction so young, before the vocal cords had had time to grow hard and stiff with disuse. The proper pitch of sound

was given by placing the child's hand on the teacher's throat and chest so that she could feel the vibration, then on her own. In this manner, *ee*, which Kathryn persisted for a long time in getting in a very high key, was finally corrected.

So it is seen that the teaching of speech and speech-reading is reduced to a science, every obstacle being met by some device. Its teachers proceed in accordance with well-known laws. Voice and speech are trained from a knowledge of the anatomy of the vocal organs and their functions in the production of sounds.

The weeks went by quickly in the study of this difficult science, full of work for both teacher and scholar, though the latter was all unconscious of it—of anything but the delight of learning the names of new things. At the end of the first six weeks of instruction, the little girl had a vocabulary of forty words and in another month, forty more. The third month, she added seventy-five words to her list, and could read short sentences from her teacher's lips and repeat them after her, such as "Go up stairs," "Open the door," "Give me a pencil," etc. At this time, Kathryn's teacher made her repeat everything said to her before answering, for in repeating, she gained the practice which "makes perfect," and which is the great essential in this science. During the fourth month the little pupil was given one hundred new words, and her teacher said at this time, "The danger lies now in giving too many words for assimilation, and I find it requires that I watch myself constantly, for Kathryn reads my lips so readily." In this month the work of sentence-building was begun in earnest, and sentences rather than words were the main object thereafter.

There would be much more to tell in this story of Kathryn's progress in the "subtle art of speech-reading," if her instruction had not been brought to a sudden close by the death of her faithful teacher. Why this beautiful, useful life should have come to such an untimely end must forever remain an inscrutable mystery to her friends "on our dull side of death." However, "man proposes, God disposes," and little Kathryn was compelled to get on for two years and a half with what she had gained from six months' instruction, for she was still too young

to be sent to school, and no other private teacher could be found. Kathryn, at this time, was three and a half years of age and had a vocabulary of about four hundred words at her command, the names of the most common objects and actions. Her sentences were broken and incomplete, but nothing daunted, she talked all day long, and those about her talked with her. Signs were never used, except, perhaps, in teaching a new word, and dropped the instant the word was comprehended. In fact signs had always been most sparingly used from babyhood. When Kathryn was five years old, she visited a deaf school taught under the "combined" system, and on seeing the children communicating with each other by means of signs, innocently asked her mother, who accompanied her, what they were doing that for.

Her parents had been assured that Kathryn would lose all that she had gained unless constantly kept under instruction, and for that reason were more watchful and determined that she should *not* lose any ground. So they "talked, talked, talked" to her. Kathryn only added one hundred and fifty words to her "stock in trade" in this two years and a half, but meanwhile, she kept every word she had in daily use, and was gaining facility in lip-reading from constant practice. She went to the kindergarten and public primary school with her little playmates some of the time and picked up a little of reading, writing, and number-work.

When Kathryn was just six years old, a private teacher was found who came into the family and her regular instruction was resumed. By this time, the child was old enough to have a school routine. The blackboard and slate were put into constant use. Sheets of manila paper were hung on the walls of the school room and slowly evolved into charts of written words as fast as they came up in the day's work, one each for nouns, pronouns, verbs, etc. These were used at first, that the pupil might learn to recognize the written word, thus learning to read by the "word method"; also for articulation drill, and later for reference in spelling, as the child used them in her writing. A great deal of attention was given to the element or phonic chart, for on the

perfect mastery of the elementary sounds of the letters depends intelligibility of speech, also readiness in sight-reading from books. The foundations for correct language were laid by means of "action work." To illustrate, the teacher told the pupil to *run,* having just previously written *run* in the first column of the intransitive verb chart, and pointing to it at the same time she spoke the word. After the act was accomplished, the teacher wrote *ran* in the second column of the chart next to *run,* then told the pupil to write about what she had done, on her slate which was ruled and divided into five columns. So with a little help, the small scholar wrote "I ran," the simplest form of a sentence, "I" in the first or subject column of her slate, and "ran" in the second, or verb column. Soon they were ready for the transitive verb with an object; which latter was always put into the third column of the little slate. When this was mastered, the preposition and its object, put respectively into the fourth and fifth columns of the slate, were given, so that before very long, Kathryn was writing a sentence of quite respectable length, like,

| I | dropped | a pencil | on | the floor |

—and best of all was putting the proper parts of speech into their proper columns, thus analyzing her sentence and studying grammar unconsciously. Then they went on through the future tense, adverbial phrases, etc., to the double subject and double predicate and the more difficult forms of a sentence, everything being acted out previous to writing.

Early in the year, Kathryn was encouraged in the writing of news—in the expressing herself in original sentences, and from something very bare and meagre at first, she has now become able to write a very creditable little journal, letter, or "storiette." Much emphasis was laid on the daily articulation or speech drill. This is a drill in pronouncing, correctly and clearly, words on which the little pupil is apt to stumble, new words in her reading lessons, also lists of words containing the same element or combination of elements, such as *a*te, d*a*te, t*a*ke, or s*n*arl, *sn*ail, *sn*ow.

A great deal of time is spent with reading, as Kathryn's parents are especially desirous that a love of reading be early

cultivated, believing that through much reading lies the surest and quickest road to correct language. A primer was used from the first week of school, and in the eight months of the first school year, Kathryn read five Primers and four First Readers. So many books of the same grade were made necessary because the child absolutely refused to read the same book twice, reaching out "for new worlds to conquer." This year, up to date, she has read three Second Readers, besides a great deal of supplementary reading and is now in the Third Reader. These are not carelessly or superficially read, but many questions are asked to make sure that the stories are thoroughly understood. Distinct enunciation being insisted upon in the reading, it is also an articulation drill.

"In Nature's Byways" and "From September to June" are primary science readers and most charming little text-books, which have been given Kathryn that her eyes might be opened to the marvels of nature all about her, and admirably have they served their purpose. She now knows about the trees, their names and distinguishing characteristics; how in the autumn

"They put on their dresses of red and gold,
For summer has gone and the days grown cold."

And how, in the spring, they again don their garments of living green. She knows how the flowers grow by absorbing dew and sunshine. She knows about the birds, their names and all their secrets.

"How they build their nests in summer,
Where they hide themselves in winter."

She knows about the dew, the rain, the clouds, the frost and the snowflakes. But her greatest interest is in animals,

"How the squirrels hide their acorns.
How the reindeer runs so swiftly.
Why the rabbit is so timid."

Not in these gentle creatures alone, however, is her interest centered, but in the elephant, the camel, the whale, the crocodile, the bear, the walrus, in fact, in all "the beasts that are on the earth, or in the waters under the earth." Her questions about these as well as about everything else under the sun, have driven her family, though a fairly well-informed one, both to the cyclopedia and to the verge of insanity, many times.

Her thirst for knowledge, as evinced by the number of questions she asks, seems to be insatiable. A visit to a woolen mill was necessary to stay the flood of her questions concerning the sheep's wool and its evolution into cloth. Nothing short of a personal visit to a printing office could quench her burning curiosity as to how the daily paper was made, and at another time, a "personally conducted trip" to a roller mill was taken in order that the little interrogation point might see for herself how wheat was turned into flour.

During the summer vacation, her interest in reading was not allowed to die out, and simple children's stories were provided for Kathryn. She did not like to read them alone then, but wanted either to have them read to her, or to read them aloud to someone who could explain the meaning of the unfamiliar words as she went along. However, Kathryn has got beyond that now, and refuses kindly meant offers to read to her saying, "I want to read to myself." She likes far better now to have stories *told* to her, and the hour before tea-time in her family is devoted to story telling.

It is repeatedly said that young deaf children cannot read the same stories that hearing children of the same age can, on the ground that they cannot comprehend more than half the language, but Kathryn has always used the same readers as are used in the public schools, and reads the familiar jingles and stories of childhood, such as "The House that Jack Built," "Little Red Riding Hood," "Jack the Giant Killer," etc., with great delight. Kathryn's ability to read and understand these probably lies in her familiarity with everyday language acquired through much conversation in her family.

In one of the series of readers that Kathryn had in her school work—the Cyr Readers—an effort is made to interest children in the lives and poetry of Longfellow, Whittier, Bryant, and other poets. From these books she has grown to enjoy much in the way of poetry. "The Village Blacksmith," "The Children's Hour," Whittier's "Red Riding Hood," and all those simple poems have been read to her, and one evening recently she was held spell-bound on a fool-stool at her mother's feet while

"Hiawatha's Childhood" was read to her. When the snow first came this year, the three opening stanzas of Lowell's "The First Snowfall" were read to her, and no one that saw her then could say she did not enjoy the poetic imagery there displayed, as much as most hearing children of her age.

This year there is a memory drill combined with the speech drill, and Kathryn has memorized a number of pieces, ranging from "Little Jack Horner" to Jean Ingelow's "Seven Times One." If anyone has formed the opinion that the voice is always mechanical, monotonous, or expressionless as taught in this science, they should hear Kathryn's tone of commiseration and pity for the lambs who

> "Play always, they know no better;
> They are only one times one."

At the end of the last year, Kathryn had gained nearly five hundred words, and during her summer vacation picked up without effort about one hundred and fifty more, so that at the beginning of this school year her vocabulary comprised about twelve hundred words, but is now rapidly approaching the two-thousand-word mark, though, as has been said before, correct sentences rather than words are the main object, and no effort whatever is made to teach her new words.

Language is still being carefully taught, much drill being given on the different grammatical constructions, and Kathryn is slowly but surely mastering the intricacies of "English as she is spoke," but other studies are not neglected. Number work was taken up in earnest this year, and much time is devoted to it. The way is being paved for the study of geography also. A map of the world is hung up in the school room, and whenever any place is spoken of in reading or conversation, it is pointed out to Kathryn. "A Child's History of the United States" was given to her for reading out of school, so that she could read for herself the story of the Pilgrims, which had been told to her just before Thanksgiving, in order that she might understand the significance of the day. She was intensely interested in this story, as well as that of the Norsemen, and of Columbus, and the map was brought into constant play to find

all the places spoken of. Kathryn also has a primary geographical reader, "Around the World," which tells in a way very fascinating to children, of the Esquimaux, Indians, Arabs, Dutch, Chinese, and Japanese, their customs and manner of living.

Thus it is to be seen that Kathryn's work covers more ground than might at first be supposed with a child of her limitations. Her general information is, we venture to say, as good as that of the average seven-year-old child, by means of the reading that is carefully and constantly provided for her out of school, as well as in school, and by means of that motto of her family, "Talk, talk, talk." Indeed, a teacher in the public schools, who is intimately acquainted with Kathryn, avers that Kathryn's general information is *better* than that of her pupils who are of the same age. Her comprehension of God, and of the mysteries of life and death, seems to be as clear as that of most children of her age, and when one hears her say her evening prayer,

"Now I lay me down to sleep
I pray thee Lord my soul to keep,"

one feels sure that He *will* keep her and "temper the wind to the shorn lamb."

Kathryn is of a happy, sunny temperament and joins in the merry games of her hearing playmates with as much enjoyment as any of them, seemingly unconscious of any difference between them. She knows that she does not hear like the other children but accepts the fact with smiling indifference, saying, "I can hear everything with my eyes." Her eyes are, indeed, remarkably quick and keen, and very little escapes them. She very easily understands and is understood by all those to whom she is accustomed, and even strangers can understand almost everything she says, after the first five or ten minutes. There would be even less difficulty if she would consent to talk with less rapidity; but that seems to be something she cannot do as her ideas outrun her tongue, though her tongue is running like a mill race all day long.

As Kathryn's education progresses, the barrier between her and the world is breaking down, and she is daily emerging from that isolation that would inevitably have been hers, were it not for this wonderful science of teaching speech and speech-reading —for that it is a science, no one can gainsay. What grander work hath all the science of the nineteeth century wrought, than liberating the deaf from their bonds of silence and "making the dumb to speak"?

# HISTORICAL NOTES
## CONCERNING THE TEACHING OF SPEECH TO THE DEAF.[1]

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## APPENDIX 34.

PROCEEDINGS OF THIRD MEETING OF NEW YORK CITIZENS HELD NOV. 4, 1816, WITH CALL FOR THE FOURTH MEETING TO BE HELD DEC. 6, 1816, TO CONSIDER THE PROPRIETY OF ESTABLISHING A SCHOOL FOR THE DEAF IN NEW YORK CITY.

(From the *Commercial Advertiser*, 1816, Dec. 5.)

DEAF AND DUMB.

At a meeting of a respectable number of citizens at the Mayor's office, November 4, to take into consideration the propriety of forming an establishment in this city for the education of the Deaf and Dumb, GEN. MATTHEW CLARKSON, in the chair; after some discussion—*Resolved*—That this meeting adjourn to meet on December 4th, in this place at 4 o'clock in the afternoon.

In consequence of the room being pre-engaged to the Managers of the American Bible Society, at the appointed time, the adjourned meeting will be held TOMORROW afternoon at 4 o'clock.

M. CLARKSON, Chairman.

The morning papers are requested to copy the above.

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[1]By Alexander Graham Bell. Six chapters of this work have been published in Vol. II, also appendices A to P, see index to Vol. II. For appendices Q to X see the present volume, pp. 131 to 140. For appendices Y to 33 see the present volume, pp. 329 to 357.—ED.

[A duplicate of this announcement appears in the *New York Gazette*, 1816, Dec. 6, with this difference only: "the adjourned meeting will be held this afternoon at 4 o'clock." Dr. Cogswell attended the meeting held Nov. 4, 1816. See Cogswell's Letters to his wife, "Historical Notes," Appendix 33, REVIEW III, p. 350. —A. G. B.]

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## APPENDIX 35.

### BRAIDWOOD'S NEW YORK SCHOOL (Winter of 1816 ? ).

(From *Niles Weekly Register*, Baltimore, Maryland, 1817, Jan. 4, Vol. XI, p. 298.)

### DEAF and DUMB.

We have long been desirous of giving a detailed account of a very interesting institution about to be established in Connecticut, for the instruction of the deaf and dumb, and of the intelligent and highly accomplished Mr. Le Clerc, the proposed principal, of the school, himself a deaf and dumb man, who writes as fluently, and conveys his ideas on any subject submitted to him, as clearly, as any person whatever. He has exhibited his talents in this way in several of our cities, for the purpose of raising funds to assist in the beneficent undertaking, and appears to have succeeded to the extent of his wishes.

Mr. Le Clerc is a pupil of the Abbe Sicard. He writes English well, though he did not commence the study of the language until June last; shewing a proficiency in acquiring it that is, perhaps, without many rivals.

But a Mr. *Braidwood*, now in New York, carries the instruction of the deaf and dumb still further—he not only teaches them to write and understand accurately the principles of language, "but to *speak* and read distinctly"—instructs them in "arithmetic, geography, the use of the globes, and every branch of education necessary to render them useful and intelligent members of society." An account of the original institution of Mr. *Braidwood* is inserted in Vol. II of the Weekly Register, page 53.

> As soon as the pressure of documents has past and room is allowed for Miscellany, we intend to notice these things at length—as well to aid the institutions, as to shew that this unfortunate class of persons are not so destitute of the means of happiness and comfort as is generally supposed.

[Great uncertainty exists as to the exact date of Braidwood's New York School.

The above article seems to indicate that it was in operation at the close of the year 1816, and this fits in with Braidwood's history so far as we have been able to unravel it. (See REVIEW Index to Vol. II.)

His time has been fully accounted for from the summer of 1812 until the autumn of 1816, when he left Virginia and took the stage "for the North." (Letter from Hallam to Cogswell, 1816, Oct. 6, REVIEW II, p. 408.) At this point in his career we lose sight of him for a few months—and it may well be that he went to New York and opened a school there, although the evidence, to my mind, is not conclusive. In the spring of 1817 he returned to Virginia "penniless, friendless, & scarcely decently clad," and Col. Bolling assisted him in opening a school in Manchester, Va., in conjunction with the Rev. John Kirkpatrick. This school had been in operation for some time before the appearance of the article about it in the *Richmond Enquirer*, published June 20, 1817 (REVIEW II, p. 514). He retained his connection with the Manchester School until about the beginning of March, 1818, (letter from Hallam to Cogswell dated 1818, March 10, REVIEW II, 517). The New York Institution was opened in 1818, May 20—and Braidwood's New York School was in operation before then. See History of the New York Institution published by the Volta Bureau, p. 10, where the following passage occurs :

> "In the course of his melancholy eccentricities he" (Braidwood) "made his way to New York, and collected a few deaf-mutes to form a school in that city, which, however, was soon broke up, like those in Virginia, by his own misconduct.

"His undertaking in New York attracted the attention, among others, of Dr. Samuel Ackerly, afterward one of the earliest and most efficient friends of the New York Institution," &c.

Whatever may have been the exact date of Braidwood's New York School, all references indicate that it lasted for only a short period of time, and it may not, therefore, have been in existence on the 14th of January, 1817, when Clerc wrote to Cogswell the letter quoted in *Appendix 36*—in which case Clerc was right in supposing that, at that date, there was no school for the deaf in the United States. The Hartford school had not then been opened; and the New York Institution was still *in embryo*. —A. G. B.]

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## APPENDIX 36.

### Letter from Clerc to Cogswell giving an Account of the Fifth Meeting of New York Citizens Held Jan. 14, 1817, to Decide the Question of Having One only, or Two, Institutions in the United States.

(Copied from original on file in Yale College Library.)

New York, January the 14th 1817
at eleven o'clock.

My worthy friend,

I promised to write you, and nevertheless I have not yet done it ! You perhaps imagine that I have forgotten you; by no means. I assure you that my sentiments towards you are & will always be the Same, and that If I have not written you you must not construe my silence as expressive of neglect.

Since my return from Philadelphia to New-York till the moment in which I write you, I have employed my time partly in reading & partly in interesting the most respectable citizens of N. Y. in favour of the Hartford Institution, and in spending the evenings in society, where I have met with the same reception which has attended me elsewhere.

I have the satisfaction of announcing to you that some of the gentlemen who formerly were against us, have now changed their opinion in our favour after more mature reflection; but ah ! the men who are the Least intelligent & who reflect the Least are everywhere the most numerous, so that their number forming the majority of votes, they turn the scale on their side.—You doubtless know, My dear Friend, that the adjourned & last meeting for the purpose of deciding upon the policy of having one only or two Institutions in the united States, will take place this afternoon at 4 o'clock; Well ! I shall suspend my Letter till this evening to wait the issue of their decision & to communicate it to you. Mr. Gallaudet & I shall not attend the assembly; two reasons impose this conduct upon us: the first is we wish they may deliberate freely & without any influence on our part; the second is if they vote against us, we shall not be exposed to their Looks of triumph; and themselves not seeing us, they will be mortified by our disdain of witnessing their unwise decision; but we shall take great Care to invite our friends to be present there.

I have been sensibly affected at the deaths of Dr. Strong & of Dr. Dwight. They were two great men very necessary to this work, and their Loss must have been very painful to all those who have known them, but Religion bids that, we must endeavour to comfort ourselves by the thought that they are now happier in Heaven.

I desire to be remembered affectionately to Mrs. Cogswell, to our good neighbours & to all your Kind children & especially to Alice whose Letter I received in Philadelphia with great pleasure, a long time after its date, and beg you to believe me, my dear Sir & friend,

Your Most humble & obedient servant

Laurent Clerc.

at Seven o'clock in the evening.

Ah! My worthy friend, Man proposes and God disposes; the meeting of this afternoon has decided in favour of another Institution here; I had expected this; the number of the Deaf and Dumb who have been enumerated amounting to forty-seven, a part of whom are susceptible of instruction, has been one of the principal causes of the decision.—The assembly was composed of

Gentlemen whom I had never known.—Mr. Dewitt Clinton, Judge Livingston, General Clarkson, General Stevens, the Reverend Dr. Romeyn, Dr. Mitchill, Mr. Radcliff, and our other friends, I cannot conceive why, were not present, so that our party was not enough supported to get the majority of votes. They have thought of another Institution & appointed a committee of nine members to form a constitution & to petition the Legislature of N. Y. & the corporation of the City.—I do not know more.—Mr. Gallaudet who writes to Hartford by the same mail, will give you more information.

Adieu, my dear friend, we are not discouraged at all, & shall wait an answer from the Hartford to know what we must do.—Poor Ann Davenport is yet sick; her friends & even her physicians despair of her recovery; as for myself, I am not willing to be of that opinion & trust she will see the Sun these many years. May my hope be realized ! May the divine goodness hear my prayer ! or else may it open to her the doors of heaven ! ! !

Laurent Clerc.

Dr. F. M. Cogswell.

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## APPENDIX 37.

### Report of Committee to Ascertain the Number of Deaf and Dumb in New York, Read at the Fifth Meeting of Citizens Held Jan. 14, 1817.

(From the *Commercial Advertiser*, 1817, Jan. 18).

Report on the Deaf and Dumb in New York.

The Committee appointed by the public meeting of citizens held on the 6th, Dec. 1816, at the Mayor's office, for the purpose of obtaining information respecting the number of Deaf and Dumb in this city, have made diligent inquiry on the subject, and are enabled to report, that 47 persons of this description have been ascertained to be in the city; and they have reason to believe that many others may be found by a further inquiry, as four of the ward committees have not been heard from. Besides these, six others have been designated by letters,

from different parts of the State, and many have been heard of on Long-Island, and the surrounding country. Of those found in the City at least 34 of them are being capable of being taught, and are between the ages of 6 and 18 years.

Among the above number is found both males and females, some of whom were born deaf, and some deprived of their hearing by sickness, although they had learned the use of speech. The destruction of the organ of hearing renders such unfortunate persons, incapable of imitating the sounds, by their own ears, and hence they gradually become mutes, for the want of that key by which elocution is rendered perfect. Such persons should not be called dumb, since, in the common acceptance of the word, they would be considered incapable of instruction, which is far from being the case. Children, born deaf, or deprived of their hearing before speech is rendered perfect, as they advance in years become acutely intelligent, capable of being taught, and of communicating information with as great facility as those who are blessed with that organ in perfection. Their intellectual faculties are not destroyed, but locked up in the darkness of night, and shrouded in silence. Yet notwithstanding this veil which envelopes the deaf, the human mind frequently bursts from its fetters, and exhibits an intelligence of the soul in clear and effulgent light. Hence, the loss of one sense is compensated by the increased strength of the others; and though the deaf be denied the power of utterance, they have the capacity to know and to learn. It is the proper exercise of this capacity by skillful teachers, whereby the deaf instead of being cyphers among human beings, may be instructed, and become useful members and ornaments of society.

Your committee had no idea that so many unfortunate human beings were to be found in this city, deprived of their hearing, and of all means of instruction, until their inquiries have made it evident. It has therefore become a matter of serious consideration whether in the possession of this fact, we, as individuals of a civilized moral and religious society, are culpable, if we continue to neglect this benighted portion of the human race, since we are fully assured that instruction may be imparted to them, in a particular manner, with as great facility as to those possessed of all their organs.

It is to be considered, that this affliction is not confined to a few only, who are born deaf, but is the lot of many who are rendered so by sickness, to which all are liable. The unexpected numbers deprived of their hearing may thus be accounted for, and since the healing art cannot repair the injuries of that delicate organ, we nevertheless, have the satisfaction of knowing, that by proper cultivation, the loss may, in a great measure, be supplied.

The instruction of the deaf and dumb, opens a wide field for the exercise of the philanthropist, the moralist and the politician. The deaf, who have heretofore, lived in profound intellectual darkness have been raised to the grade of thinking and communicative beings by the exertions of modern times. Schools have been established in France and Great Britain, and their success has more than equaled human expectations. In these schools the deaf and dumb have not only been taught, the first rudiments of knowledge, but have been made acquainted with various branches of human learning; but what is still more astonishing, it is even asserted that the deaf have been taught to speak!—We are indebted to Europe for this development of the human faculties heretofore unexercised in this country. With the facts before us that numbers of deaf and dumb, are found among our own countrymen, does not the heart of the philanthropist beat with delightful sensations in knowing, that the means are at his disposal, by which the clouds and darkness may be removed from their minds ? Shall we suffer the time and the occasion to pass by without an effort to rescue so many human beings from their benighted condition? Shall we bury the talent that has been given us, and not improve the favorable opportunity? No subject has ever, perhaps, presented itself to the humanity of the citizens of New-York, with equal force and claims to consideration than this. Let any citizen consider himself the father of a deaf child ! Observe the infant, how fair and sprightly; but he is deaf, and no sound vibrates on his ear—he is dumb and utterance is denied him ! The anxiety of the parent is never at rest, and his solicitude for the infant is carried to the years of manhood. When relief is at hand, who will pretend to say that it should not be offered ?

Without instruction the deaf and dumb are sunk into a state of moral debasement, from which they may

never rise without assistance, and which it is incumbent on us to give. By the establishment of an institution for giving information to the deaf and dumb, a very interesting question in moral science and in theology might be settled before competent judges. It is said by the disciples of the French School, that the deaf and dumb are all atheists, without any idea of a future state; and, of course, that this is the natural condition of all men, however perfect their intellectual faculties, until they are instructed by others. There would be an admirable opportunity in several of the cases, that have come to the knowledge of your committee, to ascertain whether this statement be correct, or whether man is naturally endowed with religious sensibility.

The political state of the deaf, and dumb under present circumstances, is no better than that of a brute. Deprived of hearing and speech he cannot exercise those functions to assert his own rights—he cannot appear as a witness, nor can he exercise the elective functions, which is so dear and so highly prized by the people of the United States. But education may improve his social, moral and political standing in society, and restore a human being to the enjoyment of his fellow-creatures.

To the physician the deaf and dumb, presents for consideration a physiological question of some moment. To what natural causes can be assigned the reason why, from the same parents, some are born deaf and others not, while, in other respects, there is the perfect healthy constitution? or why are a whole family of children subject to this natural defect, when the parents are in the perfect enjoyment of all their faculties. These remarks obtrude themselves upon your committee, from the facts ascertained in their inquiries. In a family of eight, residing in Delaware County of this state, four are deaf and dumb, and the alternate two were born so, while the others possess their hearing in perfection. In another family in Queens County, five or six children in succession have been born deaf, to the perplexity of the physicians and grief of the parents.

With respect to the manner of teaching them, your committee have made some inquiries, and are satisfied of its practibility. There are two methods which have generally been adopted—the first teaches them to write,

read and understand; but, in order to communicate their ideas, significant signs are employed, by which the deaf can converse with one another with great intelligence—but, to be understood by others, and understand in return, the communication must be written. By this method, the deaf are taught signs for letters, words and things, and even have abstract ideas. No person unacquainted with these signs, can hold converse with them—but the signs are such natural symbols and so simple, that the deaf and dumb, from different parts of the globe, can understand and communicate with one another.

The observance of this fact led the Abbe de l'Epée, and his successor, the Abbe Sicard, in France, to reduce these signs into a systematic arrangement, and thereby to impart instruction to such unfortunate persons. Your committee have seen the practical results of such instruction in the original letter of Mr. F. Gard of Bordeaux, directed to Dr. Mitchill, and also, by conversing with another of the Abbe Sicard's pupils, in exchanging sentiments by writing on a slate. These examples of what may be done for this depressed portion of the human race, in raising them to the enjoyment of knowledge, and of their fellow beings, will afford soothing reflections to the parents of those children among us, who are so situated.

The other method of teaching the deaf and dumb embraces the whole of the advantages of the first, and superadds that of speech. Dr. Watson of London, has been successful in pursuing this plan of instruction, which, for many years has been confined to individuals of his family[1]; who were the first inventors of it, and who first made a practical illustration.

How far it may be practical to learn the deaf and dumb to speak, your committee cannot pretend to say—but, from the whole view of the subject, they would respectfully recommend that measures be immediately taken to establish in New York a school for their instruction—and which is submitted in behalf of the committee.

JOHN STANFORD, Chairman.
SAML. AKERLY, Sec'ry.

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[1]The Braidwoods.—A. G. B.

## APPENDIX 38.

### PROCEEDINGS OF FIFTH MEETING OF NEW YORK CITIZENS HELD JAN. 14, 1817; WITH CALL FOR SIXTH MEETING TO BE HELD JAN. 21, 1817, TO RECEIVE THE REPORT OF THE COMMITTEE OF NINE APPOINTED TO DRAFT A CONSTITUTION FOR THE ESTABLISHMENT OF A SOCIETY TO INSTRUCT THE DEAF IN NEW YORK CITY.

(From the *Commercial Advertiser*, 1817, Jan. 20.)

DEAF and DUMB.

At an adjourned meeting of the citizens, at the Mayor's office, in the City of New-York, on the 14 January, 1817 at 4 o'clock in the afternoon, in pursuance of former proceedings relative to instituting a school to teach the Deaf and Dumb—

Jonathan Little, was called to the chair.

The report of the Committee appointed at a former meeting to enquire the number of Deaf and Dumb in New-York was called, read, and accepted.

Upon motion, *Resolved*, That a Committee of 9 be appointed to draft a Constitution for the establishment of a Society to instruct the Deaf and Dumb, and that such committee call a meeting of the citizens, when they are ready to report. Whereupon, the following persons were appointed:

| | |
|---|---|
| Rev. Mr. Stanford | Jonathan Little |
| Henry Wheaton | Rev. Mr. Milnor |
| Joseph W. Bracket | Dr. Samuel Akerly |
| Elisha W. King | Dr. Alex. H. Stevens |

Wm. L. Rose.

*Resolved*, That the proceedings of this meeting be signed by the Chairman and Secretary, and published in all the papers in New-York, together with the report of the ward Committee.

JONATHAN LITTLE, Chairman.
SAMUEL AKERLY, Secretary

[In another part of the same issue of the *Commercial Advertiser*, 1817, Jan. 20—appears the following notice:—A. G. B.]

DEAF and DUMB.

The Committee appointed for the purpose, being ready to report a constitution for the Deaf and Dumb Association, a public meeting is requested at the Mayor's office, at 4 o'clock in the afternoon of Wednesday next (21 inst.) to hear said report. By order of the Committee.

SAML. AKERLY.

jan. 17

[This announcement also appeared in the *Commercial Advertiser* in the issues published Jan. 17, and Jan. 18, 1817.—A. G. B.]

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## APPENDIX 39.

STANFORD'S NEW YORK ALMSHOUSE CLASS OF 1807; AND STANFORD'S CONNECTION WITH THE NEW YORK MOVEMENT OF 1816—ACCORDING TO CHARLES G. SOMMERS, THE BIOGRAPHER OF DR. STANFORD.

(From Sommer's Memoir of Stanford, 1835.)

"Memoir of Rev. John Stanford, D.D., late chaplain to the Humane and Criminal Institutions in the City of New York, by Charles G. Sommers, Pastor of the South Baptist Church in New York, with an Appendix comprising memoirs of Rev. John Williams, Rev. Thomas Baldwin, D.D., and Rev. Richard Furman, D.D., New York, 1835, published by Swords, Stanford & Co., No. 152 Broadway."

[Copies of this work may be found in the Volta Bureau, Washington, D. C., the Congressional Library, Washington, D. C., the Boston Public Library, and other libraries. The book is dedicated to the Mayor and corporation of the City of New York, the Governors of the New York Hospital, and to the Directors of the several humane and criminal institutions "in which the Rev. John Stanford, D. D., was for more than twenty years the devoted and universally beloved chaplain."—A. G. B.]

*From the Author's Preface.*

"The following work has been in part composed from manuscript volumes containing his" (Dr. Stanford's) "diary, from fugitive pieces, written at intervals, and from such facts, with regard to his public labours, as the author could collect from his own memory, or that of friends. In every instance, great pains have been taken to give, in Dr. Stanford's own words, whatever was fit for the public eye. From the very imperfect state of all his papers, it is evident that he could not have written with a view to posthumous publication.

"It was originally the design of the writer" (Charles G. Sommers) "to have enriched the present work with a condensed history, and lithographic views, of all the public institutions in this city, in which Dr. S. laboured; and to have furnished the statistics of New York, from the days of its original founders, materials for which had been amply provided in a manuscript volume which Dr. S. prepared, with incredible labour, in the examination of the public and private sources of statistical information; and which contained important facts relating to the history of New York, for more than one hundred and eighty years past, which few other men had the means of obtaining. This valuable production, written in Dr. Stanford's usual style of elegant penmanship, was presented to the Common Council of New York. but is now, we fear, irrecoverably lost. Great disappointment has been experienced in the impossibility of finding this book, notwithstanding a most laborious and persevering search of about six months; by which this memoir has been delayed until the present time, and the author has been compelled to have recourse to other sources for the historical statements which are interspersed throughout the present work."

*From the Memoir*, pp. 291-293.

"Wednesday, September 30[1], Dr. S. remarks:

'Rode to the building erected for the Deaf and Dumb institution, to assist in its dedication.' This event must have been particularly gratifying to his feelings, from the fact that he was permitted, through the medium of the press, and by various other means, to call the attention of the public to the subject, for more than ten years prior to the commencement of this institution. To prove that Dr. Stanford's progress in the walks of philan-

[1] 1829.—A. G. B.

thropy was untiring, enough has been recorded upon the preceding pages but it is due no less to this community, than to the memory of our departed friend once more to present him in a light as honorable to his own reputation as it is gratifying to his friends, and has proved eminently beneficial to a highly interesting class of sufferers, who are entitled to universal commiseration.

As early as 1807, the sympathy of Dr. Stanford was excited by the deplorable condition of several deaf mutes whom poverty and friendless destitution had brought into the New York Alms House. Deeply impressed with a sense of their wretchedness he lost no time in devising and executing a plan for their amelioration. His first step was to form them into a class, and having procured the requisite number of slates, and obtained the aid of an assistant, he began by teaching them to write, and soon enjoyed the satisfaction of witnessing, in their evident improvement the entire success of his benevolent plan. This was probably the first institution in America, which exemplified the appropriate motto of his learned friend, Dr. Samuel L. Mitchill, *"Vicaria Manus Linguæ"*—The hand a substitute for the tongue. Owing to the changes which occurred in the Alms House, this early *school for the deaf and dumb*, was, after a time, necessarily discontinued but the object was not abandoned. When, in 1816, William Lee, Esq., formerly the American Consul at Bordeaux, returned to this city, and laid before Dr. Mitchill, Dr. Stanford, and other gentlemen, the circular letter from Mr. Gard, the teacher of deaf-mutes in Bordeaux, it was the opinion of all present that a select meeting of gentlemen ought to be immediately called, to discuss the subject and consider the propriety of adopting measures with a view of the establishment of an institution upon a liberal and extended basis, for the instruction of the numerous deaf and dumb throughout the State of New York. In compliment to the early enterprize of Dr. S. as the first person in this community who had engaged in the benevolent work, it was proposed that the first public meeting should be convened at his house. The following gentlemen were present, viz: — Dr. S. L. Mitchill, Dr. Samuel Akerly, Mr. Nicholas Roome, Mr. R. Wheaton, Mr. James Palmer, Mr. Silvanus Miller, General Jonas Mapes, Mr. Elisha W. King, Mr. John B. Scott, Rev. Drs. Stanford and M'Leod. After a full discussion of the important object of the meeting, they adjourned, to meet at a future day in Tammany-Hall. This was succeeded by other meetings, the doings of which resulted in the formation of the present noble institution; which was incorporated by an act of the legislature, on the 15th of April, 1817, and has furnished ac-

commodations for hundreds of unfortunate beings, who but for the instruction which they there received, would have gone down to the grave ignorant, not only of the benefits of science, but of the blessings of the gospel of Christ."

[The following public meetings of New York citizens preceded the establishment of the New York Institution:

**First meeting, 1816, —— —, at Dr. Stanford's house, (Appendix 39.)**
**Second meeting, 1816, —— —, at Tammany Hall, (Appendix 39.)**
**Third meeting, 1816, Nov. 4, at the Mayor's office, (Appendices 33, 34.)**
**Fourth meeting, 1816, Dec. 6, at the Mayor's office, (Appendix 34.)**
**Fifth meeting, 1817, Jan. 14, at the Mayor's office, (Appendices 36, 37, 38.)**
**Sixth meeting, 1817, Jan. 21, at the Mayor's office, (Appendix 38.)**

The New York Institution was incorporated by an Act of the Legislature, 1817, April 15: On the same day the Connecticut Asylum at Hartford opened with seven pupils—(it had been incorporated the year before—see appendix V): It was also about this date that Braidwood returned to Virginia "penniless, friendless and scarcely decently clad," and was associated with Kirkpatrick in the conduct of the Manchester School; for on June 20, 1817, the Manchester School had been for some time in operation (see appendix 35).

The Connecticut Asylum opened 1817, April 15.
The Manchester School opened 1817, — —(before June 20).
The New York Institution opened 1818, May 20.

—A. G. B.]

(*To be continued.*)

## "REVOLUTIONARY METHODS."

EDITOR THE ASSOCIATION REVIEW:

Pray allow me to remonstrate against the statement attributed to Dr. Bell in the October REVIEW, that the methods pursued by Miss Sullivan in the education of Helen Keller would revolutionize the teaching of the deaf, as incorrect, misleading, and mischievous: incorrect, because those methods were nothing but the wisest and most careful adaptation of means to the pupil's ability, and faithful hard work, just what every truly good teacher, of any class, has always done; misleading, because the statement leads teachers to go off in search of some patentable method, when well known ones, faithfully used, will do the work; and mischievous, because they have discouraged teachers of the deaf-blind, who, finding their pupils did not progress as Helen Keller did, and hearing so much about those wonderful methods, and that Helen is a product of them, have been cast down through belief that if they only knew those methods, their pupils might be Helen Kellers also.

On my first proposition, I challenge the citation of any really new methods of Miss Sullivan, other than such as were necessary parts of her course in adapting means to the special end in view; in other words, methods that she saw would succeed with *her* pupil, and which it is certain would not succeed with another. And, lest I be misunderstood, let me say here, once for all, that all honor is due Miss Sullivan for her wise course in selecting her methods, and her unflagging zeal and patient hard work in applying those methods. On my second and third propositions, I am in a position to say that my information on each point comes directly from the teachers of

every deaf-blind pupil in this country, who was a blank at the commencement of instruction.

As nothing would suit me less than an appearance of being an authority on educational subjects, I have asked for the opinions of many educators, both of the seeing and hearing, and of the deaf, and without one exception, the answer is that careful fitting of methods to the pupil's capacity is what every good teacher always did, does now, and always will do. One distinguished instructor, the head of one of the oldest and largest academies for boys in New England, adds that methods have always had a very subordinate place in his estimation, that the best teacher makes his own. The first very high class and long experienced teacher Helen ever had, writes: "The methods used with Helen will 'revolutionize the teaching of the deaf' when the deaf come up to Helen's intellectual level." Every instructor of the deaf writes me to the general tenor that there have been no signs of any revolution, are none now, and never will be, resulting from any methods used in Helen's education.

Why cannot it be recognized that intellectually Helen is exceptional, and that with good teaching, phenomenal results have been attained? What is the use of making her a creation of methods, a proposition that meets with instinctive repudiation from 99.9 per cent. of thoughtful people? Is it her being the first of our deaf-blind to learn articulation? Why Ranghild Kaata led her years at that. In fact, it was her hearing that Ranghild had been taught by oral methods that prompted her to insist that she could learn the same. Why are not these creative "methods" clearly mapped down so that they can be known and followed?

A friend has remarked to me that "revolution" may have very many meanings and asks my definition. As I am the worst definer I know, I must be excused. Some might say that a circumferential movement of one degree was a partial revolution, and one of 359 was not a complete one, at both of which statements I would hoot. Everybody to his taste. But I do know of one "method" that was "revolutionary" most emphatically so. When Dr. Howe began his work in teaching and helping the

blind, he blindfolded himself for a considerable time, a week or so I fancy, and endeavored to get around as usual, just to know *for himself* what the sensations of the blind were. Now that was most certainly 359 degrees of revolution. If any good results would come from a teacher of the deaf temporarily closing his ears to all sounds, to gain experiences of how the deaf feel, etc., that would be "revolutionary." But no different sandpapering of known methods can be anything near "revolutionary."

W. WADE.

OAKMONT, PA., Nov. 11, 1901.

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## SOME MUSCLES USED IN SPEECH.

### I.

ADELLA F. POTTER, WATERTOWN, NEW YORK.

Before the teaching of speech can become an exact science it must be known what muscles are used in voice production, and how they are used. This knowledge has long been a crying need of teachers of the deaf. Without it, results must of necessity be largely a matter of chance. With it, we may to a great extent control results.

These articles are undertaken for the purpose of giving to the profession some idea of a system of development of vocal muscles that has proved invaluable to the writer. This system has already been brought to the notice of teachers of the deaf. In the paper on "Voice Culture," read by Miss Allen at the Sixth Summer Meeting, and published in the ASSOCIATION REVIEW of June, 1900, she tells of a friend who had studied under a "recognized master" of singing, and, because of this study, was able to secure from her pupils, voices "uniformly agreeable, well-pitched and unstrained"—voices pronounced by Miss Allen to be far in advance of the voice of the average deaf child. Miss Allen

quotes this master of singing as saying of the founder of the school: "He had studied all branches of music with the most noted teachers of Europe, but, being dissatisfied with results obtained, he determined to make dissections upon the larynx and all other parts of the body concerned, directly or remotely, with voice production. These researches and experiments, combined with his many years' experience as a teacher, gave us what he called the Physical Method."

The originator of this method, Mr. John Howard of New York, is the author of a rare work on the anatomy and physiology of the vocal organs. This work, "The Physiology of Artistic Singing," is unfortunately out of print and not obtainable at any booksellers. The belief in its value in the teaching of speech to the deaf has led to the preparation of these articles. They will attempt to give such information gleaned from the book as two years of study and use of the method have shown to be the most useful. This will be done as far as possible by direct extracts, Mr. Howard having kindly given the writer permission to make this use of his work and also to make free use of the illustrations.

Mr. Howard's book does not include any of his exercises for the training of the muscles. It treats only of their action. In his preface he says: "This work is not a method, but strictly a physiology. A physiology describes the laws of vocal action, a vocal method gives pupils the voluntary government of the muscular agents acting according to these laws." Although the method might seem to be the more practical and helpful division of the subject, yet, conditioned as it is upon the laws, it could not be well understood without a fair knowledge of those laws.

The book is designed primarily for singers and teachers of singing; but the same muscles are, as we know, used in speech as in singing, and, in the main, their action is the same, the most marked difference being that in singing they are brought into more energetic action. A knowledge of their anatomy and physiology must then be as essential to teachers of speech as to those of singing.

Although the action of some of the muscles as given by Mr. Howard is scarcely in accord with the teaching in most schools for the deaf, it is firmly believed that a thorough study and test of the method will lead to its acceptance.

Mr. Howard in his work strongly condemns the modern theory of relaxation and gives strong testimony to prove that "very powerful contractions must be made to support even a soft and mild musical tone of artistic quality." Is it not true then that a good speaking voice must also be conditioned upon activity of muscle, less though it may be in degree? This granted, the question at once arises, *What muscles must be contracted to produce agreeable voice*, and also, *what muscles must be restrained from contraction to prevent strained or disagreeable voice?*

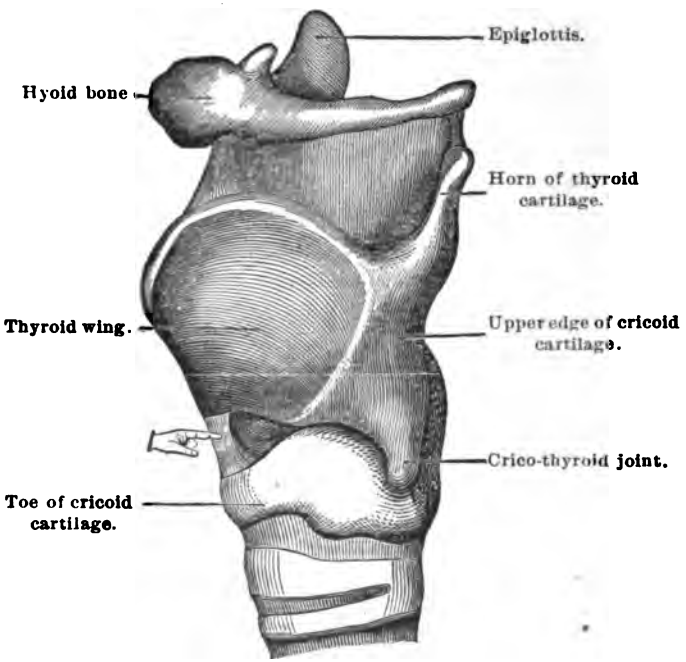
The muscles most directly concerned in voice production are those of the larynx. These muscles may be divided into two sets: those mostly within the larynx, connecting its different parts and called intrinsic muscles, and those connecting the outer parts of the larynx with the breast bone, palate, cranium, etc., and called extrinsic muscles.

To quote from Mr. Howard, "The intrinsic muscles are voluntarily controllable to only a comparatively slight extent. But the dependence of these intrinsic muscles upon the fully controllable extrinsic muscles elevates vocal training to the rank of an exact study, for it furnishes exercises of infallible power to prevent wrong muscles from contracting and to incite the right ones to due and proportionate effort." "The vocal action and vocal effect of the extrinsic muscles is a subject almost unconsidered by English writers and only approached by the Germans, Reichart, Ruhlman, Merkel, and others."

Since the intrinsic muscles are fairly well understood by all teachers of the deaf, and since they are of so much less importance as controllable factors of speech than the extrinsic muscles, but little space will be given to their description.

The following illustrations may serve to call to mind a few facts in regard to the anatomy of the larynx:

Figure I.

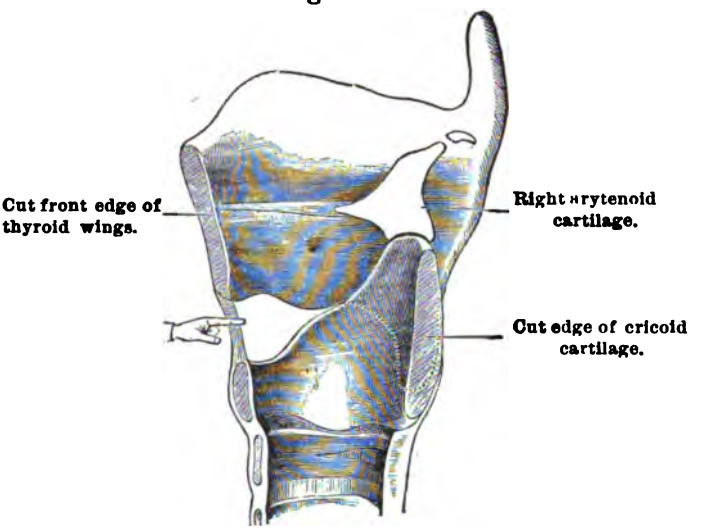



Side-view of larynx and hyoid bone. [*Merkel.*]

The parts of the larynx can best be studied by reference to the reader's own throat. The position of the hyoid bone, of the thyroid and cricoid cartilages, of the space between the hyoid and the larynx, and of that between the thyroid and cricoid, should be carefully ascertained by moving the finger over the parts; also, "if possible, the forefinger should be pushed so far back in the mouth that it will touch the back side of the epiglottis. Then the reader should imagine that he mentally sees the finger pointing directly down into the air tube, between the two half-opened sides of the thyroid cartilage, and still further down between the sides of the cricoid from the back of which the

arytenoid processes extend forward toward the front edge of the thyroid." The spine should also be pictured as directly behind the back of the cricoid cartilage, being separated from it merely by the thin muscles of the pharynx.

Figure II.




**Right half of larynx, viewed from the left side. [*Allen Thomson.*]**

## Intrinsic Muscles.

As is well known, voice is produced by the vibration of the vocal cords or vocal shelves, and it must be remembered that, generally speaking, the vocal cords extend from the vocal (inner) processes of the arytenoid cartilages to the inner side of the angle of the thyroid.

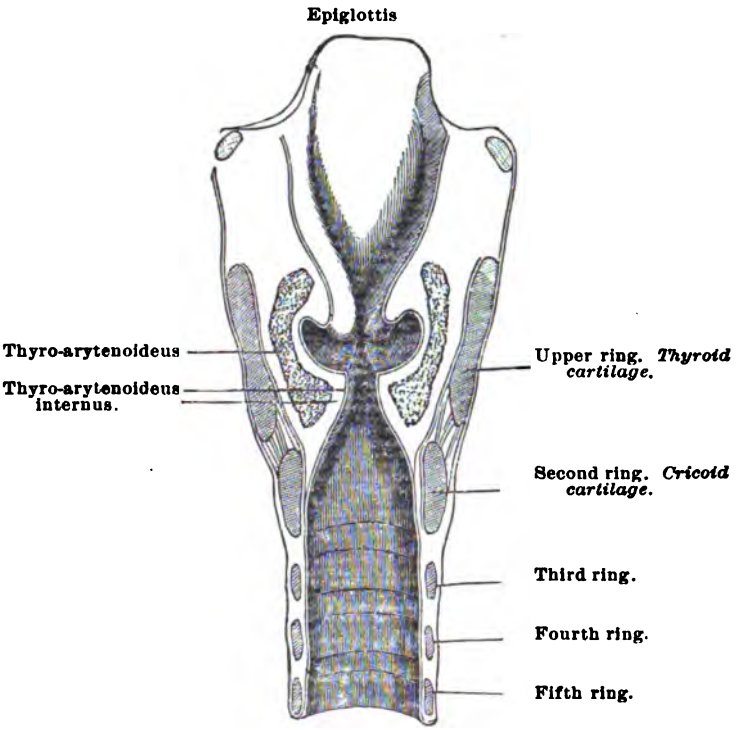
"When these mainly fleshly vocal shelves are brought near together, the air-pipe will be nearly closed, and breath sent from the lungs up through the air pipe must force its way through between them and throw them into vibration producing voice."

The vocal shelves are thus brought together for voice by the combined action of the intrinsic muscles; mainly by the thyro-arytenoidei interni, the thyro-arytenoidei externi, the

arytenoid, the arytenoideus epiglottideus and the crico-arytenoidei laterals. These muscles are shown in Figs. III, IV, and V. A lack of space forbids a detailed description of their action.

"Besides drawing the vocal shelves straight and wheeling into mutual contact the vocal processes, thus bringing close together the inner edges of the vocal shelves, the shelf and the

Figure III.

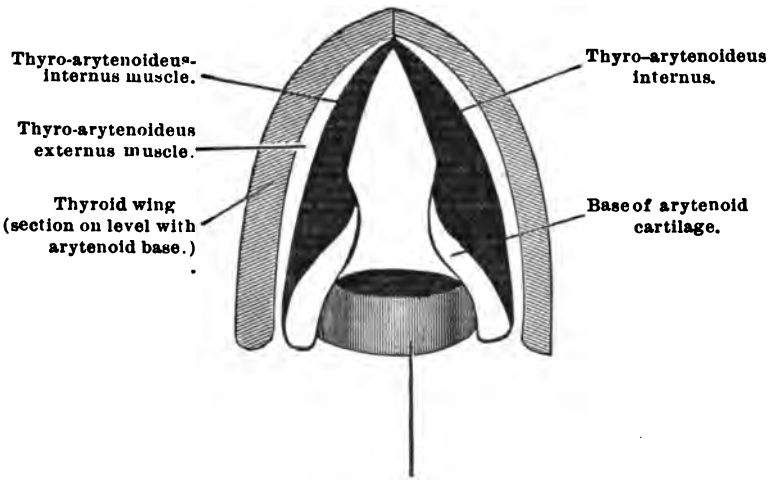



Larynx and hyoid bone from the side.

wall muscles (thyro-arytenoidei interni and thyro-arytenoidei externi, Figs. III and IV) have the effect of shortening the vocal shelves. For all forward pulling upon the bases of the tooth (arytenoid) cartilages must pull with nearly equal force upon the top of the cricoid plate. And just as strongly will the

front end of these muscles pull backward upon the thyroid angle. As the thyroid cartilage embraces the cricoid with its lower horns (Fig. I) this contraction will tend to swing the angle of the thyroid cartilage backward and the cricoid forward, thus drawing the two ends of the vocal shelves nearer together and shortening the shelves themselves. However, it is doubtful whether the shelves actually are shortened in vocal efforts, for

Figure IV.




Schematic figure representing the bases only of the arytenoid cartilages looked upon from above.

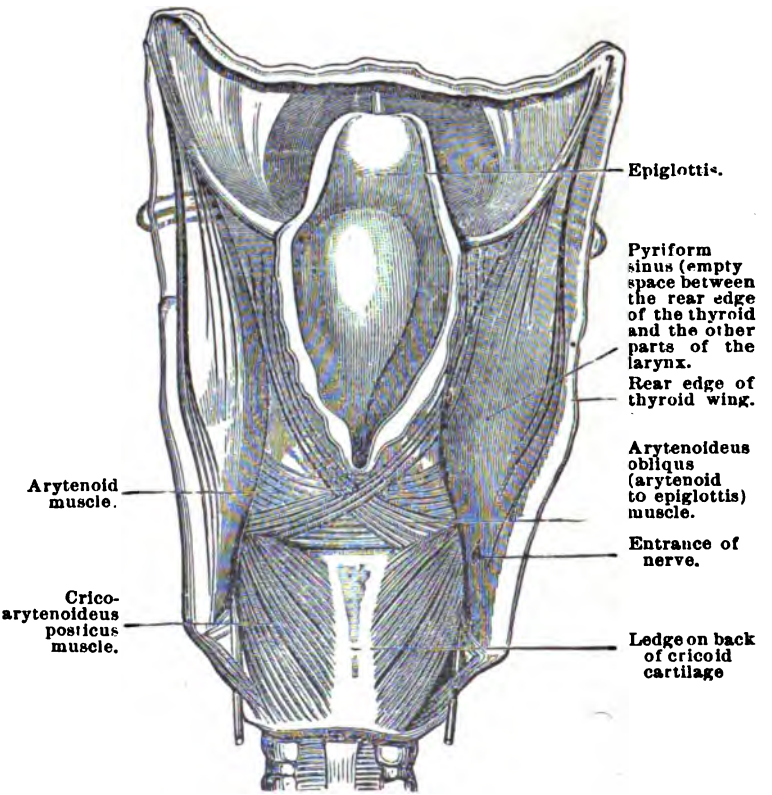
they have already been brought so near together that the swelling which would attend further shortening probably would press them together too tightly to allow musical vibration."

CRICO-THYROID MUSCLES.—"The shortening and disastrous thickening of the vocal shelves are prevented by the simultaneous contraction of a pair of muscles which extend, one on each side, from the front and side edge of the cricoid cartilage to the under edge and even to the lower horns of the thyroid wings."

Fig. VI shows this muscle and the crico-thyroid ligament also connecting the cricoid cartilage with the thyroid.

ACTION OF CRICO-THYROID.—"This muscle draws the front of the thyroid cartilage downward, or the front of the cricoid up-

Figure V.

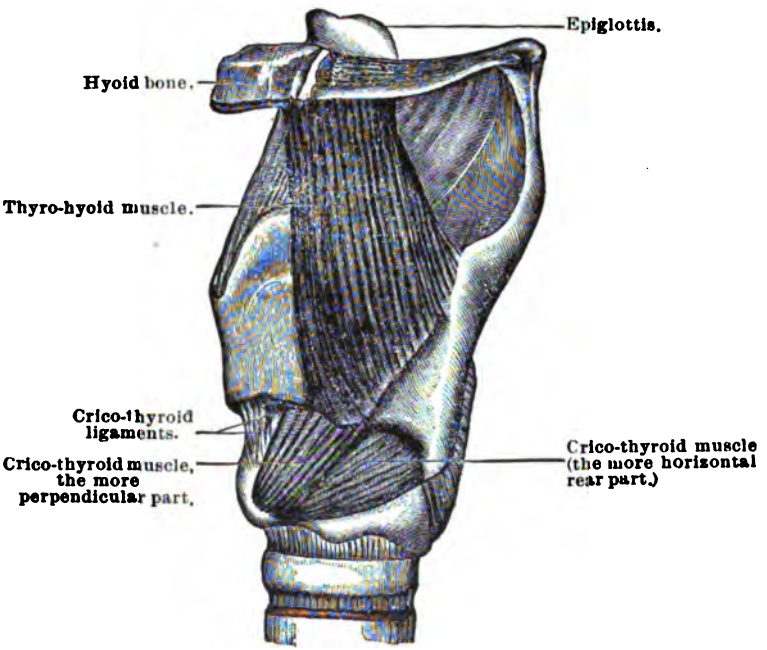



Arytenoid muscles, viewed from behind. (Luschka.)

ward, or has both effects, and thus separates those points of the cartilages to which the ends of the shelves are attached, and stretches the shelves themselves," i. e., by tilting the thyroid

upon the cricoid at the crico-thyroid joints shown in Fig. I. This muscle, however, is not powerful enough to oppose so comparatively large a muscular mass as that composing the shelf and wall muscles combined (the thyro-arytenoidei interni and the thyro-arytenoidei externi shown in Fig. III), hence we must look for some other means of externally stretching the shelves.

Figure VI.




**Side view of larynx and hyoid bone.** [*Luschka.*]

MUSCLES ATTACHED TO THE HYOID BONE.—Figs. I and VI show the hyoid bone in its relation to the larynx. Its thick middle part is called the "hyoid-body," its backward projections, its "greater horns," while the two little projections on each side of the body are called its "lesser horns." These parts are shown in

Fig. I. "Unless the person is too fleshy, the body and greater horns can easily be felt by grasping the neck just where it joins the head behind the under jaw, as though pretending to choke one's self."

"This bone is of essential importance, for in all artistic tones the larynx is brought into firm contact with it, so that all muscles which pull upon the bone must affect the cartilage and, of course, the vocal shelves." Since this is true, the hyoid bone ranks virtually as a part of the larynx and its muscles may have the same classification.

THE THYRO-HYOID MUSCLE.—Fig. VI shows the *thyro-hyoid* muscle and the thyro-hyoid membrane connecting the hyoid bone with the thyroid cartilage.

ACTION OF MUSCLE.—The *thyro-hyoid* muscle by its contraction, effects the junction of the hyoid bone and the thyroid cartilage without which pure tone is impossible.

TEST OF THE FIRM CONTACT OF HYOID BONE AND THYROID CARTILAGE.—Insert a finger between the collar of your dress and the middle front line of the neck and draw it slowly upward while bearing it a little backward against the neck until it reaches the projecting ring of the cricoid cartilage; then slip it over this ring and press it lightly into the little niche between the ring and the under edge of the thyroid front angle just where the finger is made to point in Fig. I. Now draw it still higher, rubbing it along the line where the two sides of the thyroid cartilage join each other, until it presses into the space above the thyroid cartilage and below the hyoid bone. Then grasp the front part of the neck, just at this level, between thumb and finger, so that you will feel the upper edge of the thyroid cartilage below and the hyoid above.

Sing different tones "or repeat ä (ah) or a few forcibly spoken words as, 'How far,' 'Oh, yes,' and know that you are in error if these two parts do not come into firm contact at the sides about a half inch back from the front middle line. Do not test the interval directly in the front middle line, for it will not be closed fully in artistic delivery."

"Considerable backward pressure will be needed to follow the above directions if the neck is thick and the cartilage small, and caution should be used to avoid causing soreness." Even under favorable conditions considerable practice may be required before the action of the muscles can be accurately ascertained. It helps greatly to watch for the slight fall of the thyroid cartilage as the voice ceases. It is advised that both the speaking and the singing voice should be used in the study of this test and of those to follow. As before stated the muscular action is more decided in singing and hence it can be the more easily studied.

(*To be continued.*)

## PHILIP GOODE GILLETT.

ANNA MORSE, JACKSONVILLE, ILLINOIS.

The death of Philip G. Gillett on October second, 1901, closed the earthly life of another pioneer in our profession. Few are left of those who entered the work with him, and of them all perhaps no one was called upon to meet and solve so many of the serious problems which have confronted the instructors of the deaf as he, certainly no one in the west.

Philip G. Gillett was born at Madison, Ind., March 24, 1833. His father gave up an attractive career in the United States Navy to become a clergyman of the Methodist Church. His character was one of rare sweetness and it is not strange that his son early realized the beauty of Christian kindliness. From his mother, Harriet Ann Goode Gillett, Dr. Gillett inherited firmness and intense convictions. Her natural refinement, strong personality and high sense of duty impressed all who knew her, and while all of her sons were an honor to her, Philip resembled her to a marked degree. He was graduated from Indiana Asbury University at the early age of nineteen, and had determined upon the practice of medicine. Youth, a lack of funds, or the influence of a God who had other work for him to do, led him to take a position as teacher of the deaf in the Indiana Institution. He soon recognized the great possibilities for usefulness in this field of labor and decided it should be his life work.

We have no record of him as a teacher, but can hardly believe that he was other than faithful, firm, and bent upon mastering the requirements of the work in hand. His faculties were essentially administrative, and his appointment to the superintendency of the Illinois Institution for the Deaf, in April of the year 1856, gave him a favorable opportunity to use them. The history of the Institution shows that its affairs were then at a

Philip J. Gillett

very low ebb; the new superintendent had everything to do, nothing having been well done for him. He brought order out of chaos, and inspired confidence; and he very soon outlined the plans which carried the Institution to the high degree of material and educational success which belonged to it when he left it at the end of thirty-seven years of unremitting labor.

During those years one building grew to eighteen, and the number of pupils increased from twenty-two, who greeted Mr. Gillett upon his arrival, to more than five hundred. While he was Superintendent over two thousand pupils attended the school for longer or shorter periods, and two hundred and sixty were graduated. Figures do not necessarily tell a great story, but when we remember that this man knew the name, the face, and the character of every one of those pupils; that he studied their temperaments, their physical, mental, and moral needs, even more carefully than he did those of his own children, that they were always free to go to him, and were never doubtful of his sympathetic attention, we can understand something of the secret of his great influence over them, and realize, to some extent, the work he did in molding immortal souls. The deaf loved him, went to him as to a father, and were proud and happy to have him call them, as he nearly always did, both in public and private, "my children."

His associates respected his character and rested very confidently in his ability to manage affairs wisely. Under his administration the only question ever discussed with reference to proposed appointments was capability and fitness. The appointment made, Dr. Gillett's courtesy and patience were well-nigh unfailing. Could his co-laborers, from teachers to those in the least important positions, testify to the interest he took in their welfare, material and religious, this article would fill a volume.

While Dr. Gillett possessed unusual ability as a leader of men, he was not lacking in his perception of human nature as met in individuals. The wisdom of his selection and discretion in dealing with his subordinates is indicated by the long terms which many of them held under him. The key note to this is given in Dr. Gillett's article upon "The Organization of an In-

stitution," published in the American Annals in 1870, in which he indicates his ideas as to the attainments, skill, and position of teachers and officers. Those who were with him longest know best how well he exemplified his theory by practice, and hence it was that he secured from each one the best service of which he was capable.

Dr. Gillett's opinions ever carried weight, and his pen was used frequently upon practical subjects bearing upon the welfare of the deaf, but his view of life was a broad one and never limited by the profession to which he gave the best of his powers.

He early saw the need, and exerted himself benevolently for the establishment of an institution for the feeble-minded children of Illinois. To him is also due much of the impulse from which came the organization of the Illinois State Board of Charities. He was one of the founders in 1865 of the Jacksonville Literary Union, an association of gentlemen meeting weekly for the discussion of literary topics, and still in a flourishing condition. He was a charter member, and the first eminent commander of Hospitaler Commandery of Knights Templar. From his college days Dr. Gillett was active in religious work. He was gifted in prayer, and an interesting speaker upon religious subjects. His church valued his services and impressed him as Superintendent of her Sunday School year after year, until his institution family rebelled for him. They felt that he was spending his powers extravagantly in superintending two Sunday Schools weekly, attending church services regularly, and never failing to deliver before his deaf children a sermon to which he had given hours of serious thought and prayer.

Not content with what he could do at home his heart followed the pupils who had gone out from the Institution, whose souls might need encouragement. In 1889 he inaugurated a movement toward the establishment of a mission church for the deaf living in Chicago. At first he conducted the services himself, counting it nothing to leave home Saturday night, travel two hundred miles, preach to his old pupils, counsel with them individually, and be back in his office on Monday morning. Later, his teachers shared this burden with him, and finally he so

interested the Methodist church that he saw the work made a regular mission and a young deaf man installed as its pastor.

Few persons outside of Dr. Gillett's office realized his great capacity for work, or the method and dispatch with which he transacted business. He expected others to be prompt, energetic and industrious, but promulgated the idea by his practice, much more than by precept.

Dr. Gillett's domestic relations were very happy. He told the writer that he loved Miss Ellen M. Phipps before he was in his teens. He was married to her in 1854, and through the many years of their life together was a thoughtful and considerate husband. Content to bear most of his burdens alone, he carried his pleasures to his family and spared no effort to make the home life beautiful.

Dr. Gillett passed away in his seventieth year after a lingering illness which was very trying to one of his active temperament, but which he bore with the patience and self-control that were always his.

The Illinois School for the Deaf is truly his monument, his good work goes on in the lives and characters of many of the silent ones who are acting well their part in this commonwealth.

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The following preamble and resolution noting the death of Dr. Philip G. Gillett, were passed by the Board of Trustees of the Illinois Institution for the Deaf and Dumb:

On the second day of October, 1901, occurred the death of Dr. Philip G. Gillett, who had devoted thirty-seven and one-half years of his active life to conducting and building up the Illinois Institution for the Education of the Deaf and Dumb.

As a young man he saw the opportunity for usefulness in advancing the welfare of the deaf, and determined to devote his life to the work. Better methods for their education should be provided and better school privileges supplied. Associating himself with the men of most advanced thought along these lines, he early took a prominent position among them, and to him is due, in no small part, the development of the present efficient system of instruction for this class.

Called to the superintendency of the Illinois Institution at the age of twenty-three years, he found it a very small school in a badly disorganized condition, its needs many but its possibilities great. With all the energy of youth, yet with the sagacity of one of mature years, he applied himself assiduously to the task of making the Institution what it should be, and soon perfect system and order prevailed. It was with just pride that he observed its steady and solid development until it stands to-day in membership the largest and in point of efficiency second to none in the world. Almost without exception its many and magnificient buildings show evidences of his care and thoughtfulness.

Taking an advanced position in all educational matters he sought for the best in teachers and methods, and thus the course of study was brought to a high standard and this standard faithfully maintained.

A man of high ideals, broad attainments, and liberal culture, he sought to instill into the minds of his pupils the same principles. Of an affectionate nature he gained and retained the confidence and respect of pupils, teachers, and employees. As an executive officer he was untiring. No detail of the institution life was too trivial for his consideration. The influence of his example was an inspiration to all.

A man of extensive acquaintance and broad views, his influence was felt in the community in which he lived, the State which honored him, and which, in turn, he honored, and the nation to whose educational interests he contributed so largely.

We reverently bow to the will of the Supreme Ruler of the Universe as we pay this small tribute of respect to the memory of our departed friend, and trust that the work to which he devoted his life may be carried to a nobler fruition and stand as a living monument to his greatness.

*Be it resolved*, That we extend to his widow and family our heartfelt sympathy in their bereavement, and that a page of the records of the Institution be devoted to his memory.

T. M. KING,
W. W. WATSON,
F. H. WEMPLE,
*Trustees.*
JOSEPH C. GORDON,
*Superintendent.*

GEORGE L. MERRILL,
*Secretary.*

The following are resolutions passed by the Instructors of the Illinois Institution for the Deaf and Dumb:

In obedience to the will of an all-wise Providence, we are called to mourn the loss of one whom we loved and honored, Dr. Philip Goode Gillett, the loyal and devoted friend of the deaf, the counselor and guide of all engaged in their instruction, a man whose bengin influence was felt by all who were so fortunate as to be associated with him and whose tireless efforts for the advancement of the deaf wrought a work which influenced the course of their instruction throughout the United States.

*Resolved*, That his life of unselfish devotion to the cause of the deaf, his Christian faith, his belief in the power of love to constrain confidence and insure obedience, the great good that he accomplished, will remain with us a beautiful memory and an incentive to effort and progress.

*Resolved*, That in his death the deaf and their instructors have met an irreparable loss, the community has lost an honored citizen, and the religion of Christ a wise expositor and a devoted follower.

*Resolved*, That we extend to the family of Dr. Gillett our sincere sympathy in their bereavement. While we share with them the sense of personal loss, we rejoice in their rich inheritance of inspiring memories of the life of the departed husband and father.

ANNA MORSE,
FRANK READ, JR.,
J. A. KENNEDY,
LAVINIA J. EDEN,
S. FRANCES WOOD,
*Committee.*

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[A review of the published writings of Dr. Gillett, and an estimate of his labors on behalf of the deaf with special reference to speech-teaching, is in course of preparation and will be published in a future issue of the REVIEW.—ED.]

# REVIEWS.

**Annual Report of the New York Institution for the Instruction of the Deaf and Dumb**, Washington Heights, New York City, for the year 1900.

The Principal, Mr. Enoch Henry Currier, reports an attendance during the year of 476 pupils. Of these, 129 were born deaf, 126 became deaf under the age of two years, 150 became deaf between the ages of two and five, 67 between the ages of five and twelve, and 4 after the age of twelve.

With reference to the methods of instruction employed in the school, Mr. Currier speaks as follows:

"The system of instruction maintained throughout the year has been upon lines broadly eclectic, and the result, as shown in the annual examination, the report of which is appended hereunto, will prove gratifying as indicative that the principles are correct, and that the theory is borne out by practical test. In the New York Institution, we do not permit ourselves to waste any time over the discussion of the various single methods. The education of the deaf has not yet reached the stage of perfection, and hence all effort here is given towards the securing for the deaf child the greatest amount of knowledge which will prove of practical benefit to him, when he shall go forth from the protecting care of the school. The supporters of the methods inaugurated by the Abbe de l'Epee, or those who follow in the path laid down by Heinicke, or those who consider the schemes of Braidwood, as being the one and only proper way to lead the deaf-mute from ignorance to intelligence, are entitled to our sympathy, and we can only express the hope for them, that, at some time in the near future, they may see that as "all roads lead to Rome," so each of these systems is merely the selection of a form of expression to the same end. For the development of the deaf child, the best system must be so flexible, that in methods employed and results accomplished there must be constant progress, if the object sought—that the great physical barrier to intellectual advancement shall be comparatively re-

moved—is ever to be realized. A system there must necessarily be in teaching, but this system should be established hypothetically, as it were, and the teacher must possess sufficient discretion to suit the method to the needs of the individual. The believers in grade equality will no doubt be shocked, but the results of affording the utmost freedom to the teacher will produce greater rewards through a pleasurable progress.

"The natural sign-language of the deaf man needs no defense; its power is so great that an audience of the deaf can be moved to tears or to laughter as the leader may elect. It is the "mother tongue" of the deaf man, and by its use he is able to express thought when his vocabulary—be it English, French, German, Italian, Spanish or Portuguese—is not sufficient for the purpose.

"No one will deny the great value of the ability to read the lips, since that is the form of sign-language used by the greater majority of human beings; but to urge that the ability to read the lips is necessary to secure a broad mental development, seems absurd.

"From careful observation and experiment with the fundamental principles of shaping the system to the needs of the individual, has been evolved the course of procedure in our own school, which I have, in former reports, given in sufficient detail, that it is at this present only necessary to state that all the pupils are taught speech, speech-reading, and writing both by the hand and with the pencil; that the ear is trained where there is a remnant of hearing; and that every known means is employed to accomplish the great aim we have in view."

The school employs 44 instructors, of whom 30 are engaged in the class rooms and 14 in the trade schools. The advanced pupils spend half of each school-day in the class room and half in the trades schools, thus being accorded an equal opportunity for the development of the mind and the hand. A gold medal was awarded to the Institution by the Paris Exposition for excellence of system and work shown in the exhibit made by the Institution.

This school has an unusually larger number of blind-deaf children under instruction, four in all. They are all bright children and the Principal reports that they are making excellent progress. The names of these children are Catharine Pederson, Katie McGirr, Orris Benson, and Stanley Robinson. It will be interesting to follow these children not only through their school

life, but in their after school life as well, and it may be hoped that we shall have reports of them at frequent intervals in coming years.

The usual report of the Committee on the annual examination is given. This report gives the examination marks of each class—of each pupil in each class in each of his studies, with the rank of the pupils in their order. Individual averages range between 9 and above and 2 and below, showing the employment of a system of strict marking by the Committee, a commendable thing in itself if the marking system is to have any purpose or utility.

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**Annual Report of the Ohio Institution for the Deaf and Dumb**, Columbus, 1900.

The report to the Governor, of the Board of Trustees through the President, shows an attendance of 570 pupils during the year, with an actual attendance at the time the report was written of 513. This brings the school to the rank of the second largest in the world.

The report of Superintendent J. W. Jones to the Board is full and interesting. In his review of the changes made in his five years' service as the head of the Institution, he shows a growth of 40 per cent. in the attendance—in numbers from 371 to 513; a considerable reduction in the per capita cost of maintenance; an increase in the teaching force of thirteen teachers—from twenty-eight to forty-one; and the erection of a new school, art, and gymnasium building, at a cost of $91,000. Oral teaching has grown rapidly: in 1894 there were two teachers of articulation and one oral class, while now there are eighteen oral classes. The policy is to give each new child an opportunity to learn speech. Under this policy "about sixty per cent. have made sufficient progress to justify their continuance in oral classes, the other forty per cent. having been assigned to manual classes, after a trial in speech has indicated their inability to be benefitted or educated by it." In his discussion of the question of methods employed in the school, Mr. Jones continues:

"While an experience of five years is not sufficient to enable one to render a matured judgment of a work which covers twelve years (the full time a child can remain in school) yet the following conclusions are quite well established in my mind:

"1. Only the brighter children, with few exceptions, remain in oral classes.

"2. Of the children who fail to be educated in speech or by speech, many do well in manual classes, some make fair progress, while those more or less feeble-minded make but little.

"3. The practical value of speech to those who remain in the oral classes is a variable quantity, and is more or less disappointing.

"4. The oral pupils, in addition to what they acquire in speech and lip-reading, make as good progress in their class work as the manual pupils do, their intellects being equal.

"5. Intellects being equal, those taught by the manual method acquire language as readily and completely as those taught orally.

"6. On the whole the oral classes progress more rapidly because they are composed of the brighter pupils.

"7. On graduation day the orally-taught will have an advantage over the manually-taught, having all that the latter have and some speech and some ability in lip-reading besides.

"8. Any deaf children can learn to articulate a few words and to read lips poorly.

"9. The sign language alone as a means of teaching the English language is a failure; but as an adjunct to manual spelling and writing in making ideas clear, it is almost invaluable.

"10. The sign language and finger spelling as a means of communication between the deaf, whether they have been taught orally or manually, are the easiest, the quickest, the most effective and the most satisfactory."

The school has two deaf-blind pupils under instruction, Leslie Oren, seven years old, and Maud Safford, twenty-four years old, and gratifying report is made of their progress under their teachers, Miss Ada Lyon and Miss Ada Buckles.

The report is well illustrated with half-tone pictures of officers, teachers, and classes of pupils. It also has a fine five-page panoramic view of the grounds, showing the main building and the new school building.

**Report of the Northern New York Institution for Deaf-Mutes**, at Malone, 1900.

The President of the Board, Mr. John I. Gilbert, enumerates as among the special needs of the institution, a new hospital; new plumbing, bathing, and lavatory accommodations; and enlargement of the kitchen and store-room. He speaks in especially high terms of the success of the kindergarten department, now three years in operation.

The Superintendent, Mr. Edward C. Rider, gives the number of pupils in attendance as ninety-one, the same as for the preceding year. He makes further report of an interesting case of a boy who came to the school three years ago with perfect hearing but without speech. By careful training this boy and a brother similarly afflicted were given almost perfect speech, and they are now in the public schools. While not specifically defining the methods of the school, Mr. Rider suggests the lines upon which the work is being conducted and the ideals to which it is being shaped. He says upon this point:

"The institution, among other things, aims to fit its pupils so that as citizens they may be intelligent and useful, as workers they may be trustworthy and valuable, as members of society they may be active and congenial. In order to do this their physical limitations are overlooked as far as they can be. Establish deaf children as pupils requiring a special language, special teachers, special methods of instruction, special forms of entertainment, and the foundation will be laid for a distinctive class of men and women, with such peculiar needs that they must forever remain more or less set apart from the business, social, and religious world. . . . Believing that the surroundings of deaf children at school should not be of a character which leads to the encouragement of individual peculiarities or of class segregation, and assuming that it is well in the beginning of their education to start pupils right, we are trying to overcome all unnecessary adaptations and modifications in the use of language, in methods of instruction, in their general manners, and in their home life. We are trying to raise them up to the level of the hearing world. To do what hearing people do, facilitates this work. So the pupils are encouraged to get out to church—the Catholics to the Catholic Church, the Baptists to the Baptist Church, etc.; to mingle with hearing

people; to attend entertainments and receptions which are held for them; to compete with the hearing in athletics; to read the daily press; to do shopping; and to frequent the village library. In school matters just as little difference as possible is made. Our text books are the same as those generally used by progressive educators; our boys and girls frequently present themselves for regents examinations; and as vacancies occur, there are being added to our teaching force, so far as the character of the work will permit, normal graduates who, besides having special training, have had actual teaching experience in the public schools."

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**Report of the Mystic, Connecticut, Oral School; 1900.**

Mrs. Clara M. H. McGuigan, a member of the Board of Corporators of the School, reports an attendance during the two years covered by the report of forty-eight pupils, with the largest number present at any one time as thirty-six. Since the last report an addition has been made to the building, largely increasing its capacity. Steam heat has also been introduced.

Speaking of the work of the school and its methods, Mrs. McGuigan says: "The methods of instruction pursued in the class-rooms were practically the same as those of the three preceding years. The object ever has been to teach our pupils to speak and read the lips and to acquire thereby an education as nearly as possible like their brothers and sisters who can hear, and by limiting our number and preserving the home life, developing the children individually along wholesome and natural lines." Farther along she continues: "We believe an oral school is best adapted to the development of the chest and lungs of a deaf child. The breathing and vocal exercises which attend the acquirement of speech most nearly approach the condition that is enjoyed by the normal hearing child. There is little doubt that the development of the facial muscles in a small child while acquiring speech in an oral school will do away with the 'deaf expession' so often seen in the adult deaf-mute. After considering the moral and physical condition of our pupils our next aim has been to attain a high intellectual development by means of the most advanced methods in our class-rooms. We have not

expected to accomplish everything at once, but we have felt that if we aimed for the best we might hope to approach our goal some time. The Manual department in our school has also claimed our attention. We began with drawing, clay modeling and knife work such as is used in some public schools for the hearing. Wood carving has been gradually introduced and we hope to follow with cabinet work as the children grow older and are fitted for it. We also have gardening and floriculture in view for the future. We perhaps realize our shortcomings and our needs better than any one else, but we also realize what we have accomplished and the difficulties we have surmounted in the last five years. Ours is an Oral school and we expect to accomplish results desired by pure Oral methods. We are aiming to teach our pupils to speak intelligibly and to read the lips, to acquire a good education and to depend upon their speech when they return to their homes and take up the responsibilities of life. To say that we accomplish this or can even expect to accomplish it in every case would be, at present, visionary, but this is what we hope some day to attain."

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**Report of the Montana Deaf and Dumb Asylum, at Boulder, 1900.**

The President of the Board, John F. Sheehy, renews the appeal for a change of name of the school to one more appropriate and more indicative of the character of the institution. He refers to the overcrowded condition of the building and asks for additional accommodations. The amount asked for is $40,000.

The Superintendent, Mr. T. S. McAloney, reports an attendance during the year of 40 pupils, which is nearly 100 per cent. greater than a year ago. Twenty-eight of the pupils are in the department for the deaf, and twelve in the department for the blind.

The system of instruction, employed in the school is the "combined," which Mr. McAloney believes is "a combination of all the best known methods of instructing the deaf." Speak-

ing of the oral work the school is doing, he says: "We attach a great deal of importance to the development of speech, and every child, to whom we think it will be of practical benefit, has the opportunity of being instructed in this branch. Some pupils come to us who have lost their hearing, but are still in possession of their speech. For these we use all endeavors to help them retain their speech, and at the same time give them knowledge of lip-reading. About 60 per cent. of our pupils are taught speech and lip-reading this year."

The industrial department of the school is considered of equal importance with the educational, as fitting the pupils for a life of happiness and usefulness. The Superintendent is desirous of adding to the present industries taught, printing for the deaf, and broom-making and carpet-weaving for the blind.

The Superintendent asks for an additional wing to the present building to provide much needed room; also for a new heating plant; that the name of the institution be changed; that a compulsory education law be enacted; and that provision be made for the feeble-minded children of the state.

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**Report of the Fredricton, New Brunswick, Institution; 1901.**

The Superintendent, Mr. Albert F. Woodbridge, reports an attendance during the year 1900 of forty-one pupils. He makes appeal that the financial position of the Institution be placed upon a firmer and better basis. At present the support consists of a government annual grant of $500, a county grant of $60 per pupil, and whatever parents may pay together with public contributions. The amount realized by the above mentioned grants is not half the usual annual expenditure, thus leaving to the officers of the Institution the onus of collecting the remainder year by year.

Sloyd instruction has been introduced as a branch of the

industrial training given, and, the Superintendent reports, with highly gratifying results.

The Superintendent makes special request for the passage of a compulsory education law which would give the Institution a legal claim to the attendance of all deaf children within the age limits.

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**Report of the West of England Institution for the Deaf and Dumb, at Exeter, 1901.**

The Committee presenting this the seventy-fifth annual Report of the Institution, express great regret at the loss to the school of the services as headmaster and matron of Mr. and Mrs. B. P. Jones, Mr. Jones having been appointed to the post of Superintendent and Organizer of the Blind and Deaf Schools under the London School Board. Pleasure however is also expressed that well qualified successors have been found in the persons of Mr. and Mrs. P. A. Dodds. The Committee reports the average attendance during the year past as 86. Referring to a new building that has been erected, the Report says: "The new wing is now finished and has been in use since the midsummer holidays. The Governors are to be congratulated upon a very handsome addition to the buildings, and the children upon the means now afforded, by the separate class rooms, of obtaining that proficiency in the oral system of teaching, which was extremely difficult when all were massed together in one room."

This is a decided step in advance, the providing separate class-rooms to the several classes of the school, and we feel that we may congratulate our English cousins upon having taken it. The school is an Oral school, and it would be hard to conceive of conditions more unfavorable to successful oral work than the presence of a number of classes reciting simultaneously in one large room. We believe the oral work, and the general educational work as well, of the Exeter school will greatly profit through this introduction of the separate class-room system.

The school possesses what is termed an apprentice fund, by means of which worthy graduates may be supported during terms of apprenticeship to trades. The fund is now sufficient to allow four grants of $50 each being made annually to carry out its purpose.

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**Report of the Yorkshire Institution for the Deaf and Dumb,** at Doncaster, England; 1900.

This school was established in 1829, and has a present enrollment of 120 pupils. Among the improvements had in view by the Committee are alterations and additions to the buildings such as will permit the introduction of the separate class-room system. Speaking upon this point the Report says: "The principal of these improvements is new school premises which shall provide a series of class rooms which are a *sine qua non* for successful teaching of speech and lip-reading. Although most of the children cannot hear a sound it is absolutely necessary that the teacher should be able to hear the niceties of articulation required to be mechanically produced by the children. The success of teaching speech and lip-reading which has now been practiced in your Institution for twenty-four years has, notwithstanding the difficulty named, been gratifying; but the Committee feel that still better results may be obtained under the conditions which class rooms would afford. . . . . Your Committee have now an admirable plan before them for the provision of a building consisting of a central hall with class rooms round it; and also for a special room for cooking, laundry, and dairy work."

The school is supported almost entirely by voluntary subscriptions and by payments by parents. The Report contains a complete list of all donations made from the time of the founding of the Institution. It contains also a complete list of the pupils who have attended the school, giving the districts and towns from whence they came. The school is in charge of Mr. James Howard as head master.

**Blatter fur Taubstummenbildun** Journal of Deaf-mute Education], Berlin, September 1 and 15, and October 1 and 15, 1901.

Contents of September numbers: "When are Speaking Deaf-mutes understood best, and which is the best way for them to learn to understand other people ?" by Haudering (conclusion). In reply to the question which doubtless will be asked by many people, where is the time to come from for the extensive speaking exercises, recommended by the author, he says, "He who aims at the universally and justly required object, viz.: a speech which can be understood by anyone, must rigorously employ the means to reach this end, *i. e.*, he must give persistent, untiring labor, and more time than is given to the acquiring of knowledge, to these exercises in *speaking*," which after all is the first and foremost aim of all deaf-mute education. "Draft of a law for making education of deaf-mutes compulsory," by H. Hoffman. The author congratulates the Government on thus taking a step in the right direction, and expresses the hope of all German teachers of deaf-mutes that such a law may soon be passed. "Sketches from the last years of Hill's life," by M. Mohnhaupt—a selection from the writings and sayings of Hill during the later years of his life, relating not merely to the education of deaf-mutes, but to many subjects of general interest, giving an idea of the "man" Hill, and his views regarding human life and its aims and objects, showing him to be an earnest and deep thinker. "Heinrich Ernest Stotzner," a sketch of Stotzner's life and activity, written on the occasion of the fiftieth anniversary of his becoming a teacher of deaf-mutes. Stotzner, now in his seventieth year, is the eminetly successful Director of the Institution for Deaf-mutes at Dresden, Saxony. "The speech of children who are hard of hearing," a criticism of the article bearing this title by Dr. Liebmann, read by Mr. M. Mohnhaupt at the meeting in April, 1901, at Halle, of the Association of the deaf-mute teachers of Central Germany. Miscellaneous communications.

Contents of October numbers: "Compulsory education of deaf-mutes according to the draft of a Law," by A. Klewe, counsellor of education at Coblenz. The paragraph of the proposed law which relates to blind and deaf-mute children reads as follows: "Blind and deaf-mute children are compelled to attend school in so far as there are special institutions for their instruction. The school age of deaf-mute children extends to the completed sixteenth year." Counsellor Klewe is of opinion

that if this law is passed, the result will be that deaf-mute children in a place where there is a school for them will be compelled to attend that school. Such a compulsory law is however hardly necessary as most parents living in a place where there is a school for deaf-mutes will voluntarily send their deaf-mute children to that school; but that deaf-mute children in places where there is no such school cannot be compelled to attend a school of this kind at some other place, which of course would involve trouble and expense to the parents. The law will remain incomplete unless a paragraph is inserted making it the duty of parents to send their deaf-mute children away from home, if necessary, and defraying the expenses connected therewith from the public treasury. "Lip-reading of persons hard of hearing and of deaf-mutes," by G. Riemann—a criticism of a work on this subject recently published by Diebusch. "Report of the tenth Congress of teachers of the Blind," held at Breslau, July 29th till August 2nd, 1901, by Emil Ulbrich. "The value of imagination in the instruction of deaf-mutes," by E. Horbat; "The centenary of the Genoa Institution for Deaf-mutes,"—translation of the opening address delivered by Dr. Monaci. Counsellor Stotzner's jubilee. Miscellaneous communications.

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**Organ der Taubstummen-Anstalten in Deutschland** [Organ of the Deaf-mute Institutions in Germany], Frankfort-on-the-Main, Nos. 8, 9, 10, August, September, October, 1901.

August: "Psychology of Language" (concluded), by Dr. N. Julius Burghold; "Mrs. Rosing's School," and "For and against Friedericia," by K. Finckh. The first of these articles gives a sketch of Mrs. Rosing's life and activity, who was the founder and for many years the principal of the school for deaf-mutes in Christiania which bears her name. Mrs. Rosing was an enthusiastic advocate of the pure speech method, and was eminently successful in the application of this method. In 1869 the school was moved from Christiania to Holmestrand, a beautifully located village on the shores of the bay a few miles from the capital. The second article briefly sums up the advantages and disadvantages of the system followed in the Institution for Deaf-mutes at Friedericia, Denmark. Although Denmark has only three institutions for deaf-mutes, viz., Copenhagen, Nyborg, and

Fredericia, the Danish deaf-mute education ranks very high: some of the Danish teachers have gained fame far beyond the narrow confines of their country, and teachers from other countries have repeatedly been sent to Denmark for the purpose of studying the system in vogue there. Mr. Finckh cites the following as the advantages of the Fredericia (Danish) system: 1, the separation of the scholars, according to the degree of deafness and mental condition, which is rigorously carried out; 2, the large number of hours devoted to gymnastics: from 3 to 6 hours a week in the different classes; 3, the successful efforts to prevent the dragging gait of the deaf-mutes; to reach this end the scholars are supplied with two kinds of shoes, one for the house and one for the street; 4, systematic exercise in the open air, games and walks; 5, frequent baths, and special instruction in swimming; 6, the use of Bezold-Edelmann's "continued series of sounds" (Continuirliche Tonreihe) in ascertaining what remnants of hearing were found in the scholars, of whom 123 were examined in this manner; 7, no special instruction in lip-reading; 8, instruction in practical work in garden and house. During the last year of the course the boys receive two hours a week instruction in gardening, and the girls four hours a week in household work; 9, energetic and thorough manual training. It is stated that the work of the Fredericia scholars exhibited at the Educational Exposition held at St. Petersburg in 1899, attracted universal attention, so much so that the Directors of the Exposition requested the favor of retaining these specimens for several months after the close of the Exposition, in order to exhibit them in other towns of Russia; 10, the avowed object—reached in most instances—to provide suitable places for all scholars who have left the institution; 11, the postgraduate course; and 12, the care devoted to persons who have grown deaf later in life. Although the balance in favor of the Fredericia method is overwhelmingly large, there are some points where—as the author thinks—there is room for improvement: 1, the fact that the improperly so-called deaf-mutes are not as strictly separated according to their capacity as the deaf-mutes proper; 2, the too early separation of young deaf-mutes, which is made after only one year's trial, which seems hardly sufficient to gain a clear insight into the mental capacities of the children; 3, the large number of female teachers—eight out of a total of twenty-one; 4, too little time is devoted to instruction in arithmetic; 5, the circumstance that the girls receive not nearly as much instruction in drawing as the boys. In spite of all these drawbacks, however, Fredericia must be considered a model institution,

whose system fully deserves a careful study by foreign educators of deaf-mutes. "Flachsmann as Educator," a comedy in three acts, by Otto Ernst. The first attempt to dramatize the life of a prominent educator. The attempt has proved successful beyond all expectations, and this drama by Mr. Ernst, a teacher in one of the public schools of Hamburg has met with a most flattering reception in all the great theatres of Germany. "The pronunciation of German," by M. Androwsky; Reviews: "The Association Review," edited by F. W. Booth. The "Organ" says, regarding Nos. 2 and 3 of Vol. III: "This periodical—now in its third year—is published by the American Association to Promote the Teaching of Speech to the Deaf. It bears witness to the energetic spirit which animates our American colleagues, and does not confine itself to contributions by American writers, but gives also copious extracts from foreign authors on the subject of deaf-mute education. Thereby this review—which externally presents a good appearance, and is published five times a year—greatly enlarges the views of its readers. As most of the articles will also be of considerable interest to German readers, we wish 'The Association Review' a hearty and lasting success."

September: "The ten commandments for deaf-mutes learning to speak," by K. Finckh: 1, Open your mouth wide enough to let the vowels sound pure and full. 2. Pronounce all consonants, especially f, s, and sh, correctly and distinctly. 3. Pay special attention to short and long vowels. 4. Invariably pronounce the final syllables sharply, but do not swallow the final "e." 5. Connect the words in the sentence, but do not interpolate any wrong sounds. 6. Always give the right accent. 7. Do not speak in too high or too loud a voice, and not with a nasal twang. 8. Do not make any faces whilst speaking. 9. Any one possessing some remnants of hearing should pay close attention to good speakers. 10. Try to speak correctly wherever you are, in the school, in the family, or in the street. "An examination of persons about to be confirmed," in queries and answers, by K. Finckh; and by the same author an article on the proper number of school hours per week, and the number of weeks of vacation per annum. In this article the author gives a Table showing in detail the number of school hours and weeks of vacation in most of the German institutions. "The pronunciation of German" (concluded), by M. Androwsky. "The legal status of the provincial officials in the Kingdom of Prussia." "General Remarks on the instruction of deaf-mutes," by M. Schneider. Miscellaneous communications.

October: "History and present condition of deaf-mute education in Russia," by E. Lamprecht. In the briefest possible form the author gives an exceedingly clear review of the efforts made in Russia in the field of deaf-mute education, and shows the results by the latest statistics. "The Home for aged Deaf-mutes at Schleswig," by K. Finckh. This well conducted institution, maintained by public and private contributions, affords a pleasant home for worthy aged deaf-mutes. No one is admitted under the age of sixty. "General Remarks on the instruction of deaf-mutes" (concluded), by Mr. Schneider. "The 50th anniversary of Counsellor Ernst Stotzner," born in 1832, since 1882 Director of the Institution for Deaf-mutes at Dresden. Miscellaneous communications: Among these, the Treasurer of the Association for the erection of a monument for Hill, Mr. Gutzmann, acknowledges in detail all the money received so far, amounting in all to 1273 Mark, 88 Pfenig (equals about $305.60.)

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**L'Echo des Sourds-Muets** [The Deaf-mute Echo]. Paris, October, 1901.

The present number of this monthly journal, contains a very sympathetic article on the death of President McKinley; and speaks of him as the patron ex-officio of the Columbia Institution for the Deaf and Dumb, stating that the interest which the late President took in that institution and in the education of deaf-mutes in general, was by no means of a merely perfunctory character; but that, in accordance with his truly humane and benevolent character, he did all he could to further the interests of the deaf-mute, the blind, and others suffering from some bodily defect.

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**Kunromykkain Lehti** [Journal of Deaf-mute Education], published in the Finnish language at St. Michel, Finland.

The present number contains a short article (two pages) by Arvi Koskinen, on deaf-mute education in America. The article which appears to be principally based on "Histories of American Schools for the Deaf, 1817-1893," of course does not contain anything that is new to our readers, but simply goes to show that American influence and American ideas also make themselves felt in far-off Finland.

**Smaablade for Dovstumme** [Leaflets for Deaf-mutes], Copenhagen, Denmark, August-September, October, 1901.

August-September: The Committee for building a special church for deaf-mutes report progress in so far as a suitable lot in a beautiful part of Copenhagen has been bought for 27,000 kroner (about $7,236.00). There is a building on this lot, which will probably be used for a parsonage, leaving ample room for the erection of a church. The committee entertain the well-founded hope that the Danish Parliament will make a liberal appropriation for this purpose.

October: "Abbé de l'Epée and the Deaf-mute." Under this heading an abstract is given of a French drama of that title by Bouilly, which was translated into Swedish and repeatedly performed in some of the theatres of Stockholm during the period 1801-1822. The play shows de l'Epée's energetic and self-sacrificing activity in endeavoring to hunt up the origin of a young deaf-mute count, and the final success of his efforts. Among those who witnessed the performance was Per Aron Borg, who thereby was made an enthusiastic admirer of de l'Epée's work, and eventually became the pioneer of deaf-mute education in Sweden.

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**"Die Kinderfehler"** [The Defects of Children], a journal specially devoted to pedagogical pathology; Langensalza, Vol. 6, No. 5.

"The medical and pedagogical treatment of paralyzed children," by Dr. A. Hoffa. "Disappointed Expectations; thoughts of an educator regarding the inner (soul) life of children," by Prof. Fornelli—translation from the Italian. "The third annual meeting of the teachers of German schools for defective children," by Henze. "Report of the meeting, at Jena, in August, 1901, of the Association for studying the life of children in health and sickness," by Dr. Strohmayer and W. Stukenberg. "Some of the results obtained in an investigation of the Chicago schools," by Dr. M. P. E. Grossmann. "The Swiss Conference of teachers of idiots," by H. Graf; "Order of the Prussian Ministry of Medical Affairs of March 22, 1901, relative to the treatment of idiotic children"; "Diseases of the hair in children." Reviews of recent medical books and periodicals.

**L'Educazione dei Sordomuti** [The Education of Deaf-mutes], Siena, Italy, August, September-October, November-December, 1901.

Contents of the August number: "The Cause of Deaf-mutes in the the National Parliament," from the official Acts; "Compulsory Education of Deaf-mutes the fundamental and indispensable condition of the efficient organization of deaf-mute education," by P. Fornari; "The Deaf-mutes of Paris" (continued), by C. Lazzarotti; "Books, Journals, and Reviews," by G. Ferreri; "The Deaf-mutes of Genoa and Father Assarotti," with portrait of Assarotti. Miscellaneous communications and notes.

Contents of the September-October number: "The future of the Normal School," by G. Ferreri; "What should be required of a Director of an Institution for Deaf-mutes," by P. Fornari; "Backward Deaf-mutes, and Mr. Dubraute's article on the subject," by G. Morbidi. Miscellaneous communications and notes. Notes from abroad: France and Germany.

With the November-December number "The Education of Deaf-mutes" suspends its publication, bringing to an end its second series. This, without doubt, is due to the absence of its editor Prof. G. Ferreri, who is at present visiting the schools of the United States.

"The Education of Deaf-Mutes," had two periods of glorious existence. In the first series (1872-1884) it was the organ of the diffusion of the Oral Method in Italy; the second series (1890-1901) served to make known the progress of this method, publishing important works on pedagogic and didactic matter. The "Educazione" served also to spread the knowledge of our international literature. Its reports of the Educational Congresses, and its numerous reviews of foreign books and periodicals represent a real International Encyclopedia in regard to what concerns the education of the deaf.

With the hope that so important a publication may soon take up again its march, we give here the contents of the last number:

"The Oral Method in the School of Frankfurt-on-the-Main," by G. Ferreri. We hope to present a translation of this article in a future number. "The Pronunciation of our Pupils," by G. Morbidi. The author studies the well known question in regard to the difference between the pronunciation of the deaf of the first, and of those of the last classes. The conclusion of this

article is as follows: "In order to preserve a clear and intelligible pronunciation in our pupils, it is necessary to take great pains with it and give special lessons in every class, not only on the absolute value of the elements of the word, but more especially on the modification which these elements receive in the sentence. "The Psychic Development of the Deaf and of the Normal Person," by G. Mencei. This article contains the thoughts and also the partial translation of an interesting paper published by F. Freuzel in the German periodical, "Blatter für Taubstummenbildung," Vol. XIII, Nos. 1 and 2. "The Deaf-Mutes at Paris" (conclusion), by C. Lazzerotti; "The Journal of the School," by Roberti; "For the Acoustic Exercises." Under this title the editor gives the translation of an open letter upon the subject of auricular instruction, published in the German periodical mentioned above (August number, 1901.) "The Teaching of Language in the First, Second, and Third Year" (conclusion), by Beattie. With this article G. Ferreri gives the translation of the last part of the valuable work of Mr. J. Beattie of Belfast (Ireland). Every one who is familiar with the English language should study this interesting paper, which gained the Braidwood Medal in the first public competition of the English educators of the deaf. The entire work was published in the volume of the "Proceedings of the Conference of Derby" (1899). Bibliography and miscellaneous communications. Foreign notices.

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**Le Messager de l'Abbe de l'Epee** [Abbe de l'Epee's Messenger], published twice a month by the Abbé Ed. Rieffel at Currière, France, Vol. 33, Nos. 15 to 20, August, September, October, 1901.

This excellent little periodical, which is of a pronounced religious character, contains not only articles relating to deaf-mute education in France and other countries, but also short stories, e. g., one entitled, "The Deaf-mute Robinson Crusoe." The stories and sketches alternate with humorous articles, but the religious aim of the publication is never lost sight of. We can well imagine how the young readers eagerly wait for the next number, to see how some story will end, and to derive from it some healthy moral or religious lesson which will make their life brighter and better. May the good Abbé Rieffel long continue in his good work in this publication.

**Taubstummen Courier** [Deaf-mute Courier], 17th year, Vienna, Austria, September, 1901.

This is a monthly journal devoted to the interests of Austrian deaf-mutes. A well-edited paper. The present number contains a portrait and biography of the genial editor, Bernhard Brill, written on the occasion of the 50th anniversary of his birth. Among the miscellaneous matter we notice some exceptionally bright sketches of travel by Franz Pohl of Bremen.

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**Rassegno di Pedagogia e Igiene** [Review of Pedagogics and Hygiene], Vol. VIII, Nos. 5 and 6, Naples, May-June, 1901.

"The character and work of Ottavio Gian Battista Assarotti," by E. Scuri, a biographical sketch—accompanied by the portrait of Assarotti—written on the occasion of the centenary of the Genoa Institution for Deaf-mutes; "Reward to Otology," by E. Scuri; "The appointment of an otologist to a prominent position in the Royal Institution for Deaf-mutes at Rome;" "The Oral Method in Germany," translated from the German by P. Fornari; "The condition of the schools for deaf-mutes [in Italy], by Gennaro Alfano; "The International Congress at Paris" (continued), by D. Silvio Monaci; "Call for subscriptions for a memorial stone to Eliseo Ghislaudi, the former Director of the Milan Institution for Deaf-mutes," by P. Fornari. Reviews of books and periodicals.

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**De Doves Blad** [Journal for Deaf-mutes], edited by Rev. C. Svendsen, Christiania, Norway, No. 22, May-June, No. 23, July-September, 1901.

Number 22 contains, besides articles of a religious and edifying character, a report on the "Home for Deaf at Christiania, for the period October, 1899, till December, 1900." This home is open to all deaf-mutes of Norway at the small charge of 10 kroner ($2.68) per month for board, lodging and tuition. Number 23 contains the usual communications regarding deaf-mute education in Norway and other countries, and is embellished by a picture showing the highly characteristic faces of eight inmates of the Norwegian Home for aged deaf-mutes.

**Tidning for Dofstumma** [Journal for Deaf-mutes], August-October, 1901, Stockholm, Sweden.

In this number the sketches of Swedish institutions for deaf-mutes are continued, giving the history, present condition, and description of buildings of the schools at Lund and Karlskrona, with a view of the Lund institution.

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**American Annals of the Deaf**, Washington, November, 1901.

This number of the Annals presents the following table of contents: "Samuel Porter," Edward M. Gallaudet; "The Social Status of the Deaf in the Past—III," J. A. Tillinghast; "Breath and Voice," D. Greene; "The Teaching of English," Weston Jenkins; "The Theory and Practice of Instruction for an Oral Class of Beginners," Frances E. Gillespie; "The Battle of Methods," T. A. Walsh; "Some Reflections Occasioned by the Growth of Speech Teaching," J. W. Blattner; "Some Possibilities of Arithmetic," May M. Stafford; "Philip Goode Gillett," Joseph C. Gordon; " 'Experienced Teachers' for the Deaf-Blind," Wm. Wade. Notices of Publications. School items.

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**Dofstumundervisningen i Sverige** [Deaf-mute Education in Sweden], by Fredrik Nordin; reprinted from "Nordisk Tidskrift for Dofstumskolan," Goteborg, Sweden.

We have here, in a compact form, a number of articles published by the well known Scandinavian author, showing the historic development of deaf-mute education in Sweden. The first step in this matter was a paper read in 1762, by Abraham Argillander, at the meeting of the Royal Academy of Sciences at Stockholm entitled, "Attempts to teach the deaf to speak." Twenty years later Daniel Arounius, teacher at the cathedral school of Vasteras, published two Latin treatises on the same subject. But the 18th century came to an end, without any attempts to put the suggestions laid down in these writings into practice. It was not till the year 1810 that the untiring efforts of Per Aron Borg were crowned with success, and the Swedish Parliament appropriated a sum for the establishment of a school for deaf-mutes, at Stockholm. Since that time, deaf-mute edu-

cation in Sweden has made rapid progress; so that now the number of Government schools is nine, and of private schools two. The total number of scholars during the school year 1898-1899 was 938, viz., 536 boys and 402 girls; the number of teachers was 122, viz., 54 gentlemen and 68 ladies. Of the total number of scholars 667 were instructed by the speech method, 142 by the written method, and 127 by the sign-method.

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**Memoria del Instituto Nacional de Sordomudos** [Report of the National Institution for Deaf-mutes at Buenos Ayres], for the year 1900.

This report is made by the Director to the Minister of Justice and Public Instruction, it being a Government Institution and receiving a stated subvention each year. At the beginning of the school year the Institution numbered 66 scholars, which number increased to seventy-eight during the year. The course of instruction has eight grades, and embraces, besides the subjects usually taught in public schools, manual instruction in carpentry, shoemaking, etc. Connected with the Institution is a Normal Department—with eight students during the year—where young ladies and gentlemen are prepared for the duties of teachers of deaf-mutes.

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**Statistische Nachrichten uber die Taubstummen-Anstalten Deutschlands,** [Statistics of the German Institutions for Deaf-mutes], published by J. Radomsky, Director of the Provincial Institution for Deaf-mutes at Posen, Germany.

This is really an almanac for the year 1902, of convenient size to be carried in the pocket, giving most of the information usually found in such publications, and containing a number of blank pages, some for the lists of scholars, the course of instruction, expenditure and income, and general memoranda. It gives, arranged according to Provinces, all the German Institutions for deaf-mutes, with year of foundation, number of teachers, and scholars, age of admission, length of course, duration of vacation, etc. In a second list are given the names of all the teachers, with year of appointment, and salary. We consider this little publication as exceedingly useful both as

a book of reference and of record; and have no doubt that it is in the hands of every one of the German teachers. The arrangement of the information is such as to make it easy to find at once any desired data. This is the 6th year of its publication. We would like to see such a handy almanac giving the same information with regard to our American institutions, which would doubtless be well received.

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**Catalogo Cronologico degli Scritti del Prof. Giulio Ferreri** [Chronological List of the writings of Prof. G. Ferreri].

A full list of all the books, articles for magazines, translations and notices on the subject of deaf-mute education by this eminent Italian writer on the subject, covering the period from 1887 to 1901. Siena, Italy, 1901.

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**Lehrplan und Methodische Instructionen fur die Taubstummenschulen Ungarns** [Detailed course of Instruction for the Hungarian schools for deaf-mutes], Budapest, 1901, published by the Hungarian Ministry of Public Instruction.

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**Arnold on the Education of the Deaf**, A Manual for Teachers. Revised and re-written by A. Farrar, F. G. S. Approved by the College of Teachers of the Deaf, London. Printed and sold by Francis Carter, Iron Gate, Derby, London; Simpkin, Marshall & Co. Price, net and post free, five shillings. Furnished by the Volta Bureau, Washington, D. C., for $1.90 delivered.

This work was originally prepared by the eminent teacher and writer Rev. Thomas Arnold, at the instance of the College of Teachers of the Deaf, London, and principally for its use as a text-book in the conduct of the regular work of the College. The original edition was brought out in 1888, and it became at once, and has remained since that time, the standard text-book upon the subject of the education of the deaf throughout the

English speaking world. Peculiarly well fitted for his task as a thinker and writer, Arnold was also admirably equipped for the work of preparing a text-book and guide for teachers of the deaf in his own long and successful experience in the instruction of deaf children. It was in tacit acknowledgment of his ability and fitness for the task that led to his selection by the College of Teachers as the person to write the Manual, and as it proved it was a most fortunate selection.

The exhaustion of the former edition made necessary a re-publication of the Manual, and Mr. A. Farrar, Jr., F. G. S., was invited by a Committee of the College of Teachers of the Deaf, to undertake the task of re-writing the work and putting it in form for publication. A careful reading and comparisons of the old with the new edition show that revision has meant in many parts an entire re-writing of the work, and in every instance of such re-writing, to its very great improvement. Naturally too, additions have been made, especially in the historical parts, to bring the work down to a recent date—Arnold's historical account not coming down later than to Abbé de l'Epée.

It is an interesting fact to note here, and a significant one as well, that Farrar being deaf was years ago a pupil in Arnold's school—that he was educated by Arnold's methods and in the most part by Arnold himself. It is not an unusual thing for a pupil to develop beyond the teachings of his master, taking up his work, adding to it, and improving upon it, but it will be admitted an unusual and a remarkable thing for a deaf man, *deaf from very early infancy,* to do this—to reach through the methods of his teacher and through his own efforts such a stage of learning and culture, attaining with it all, to such a command of the vernacular, as to render him capable of the task that Mr. Farrar has accomplished. All credit to Arnold the teacher. Equal credit to Farrar the pupil.

Mr. Farrar states in his preface what he has undertaken to do, and, it may be stated for him, what he has well accomplished: to increase the utility of the work "by (1) a better division and arrangement of the contents; (2) abridging or re-writing such parts as were considered to require it; and (3) eliminating super-

fluous or irrelevant matter, and in some cases substituting what is likely to prove more useful."

As now divided and arranged the subject matter is given in four books, or under four headings, namely, "Historical Sketch," "The Education of the Deaf," "The Oral System," and "Language."

In Book I—the Historical Sketch—is given a general view of the condition of the deaf in early times, following with references to the early teachers and authors, following again with a review of the modern history of deaf-mute education from the time of de l'Epée to the present time. It seems fitting here to quote what the author himself writes of Arnold and of the methods that he employed. He says, in speaking of Arnold: "The present work being Arnold's in a new form, we need not describe in detail his method. Although in the practical details of oral teaching he struck out a line of his own, in principle he was in accord with leading Continental masters, especially at first Hill, but he modified his views to such an extent as to find himself more in agreement with the pure oral method of the Abbé Tarra. He was, however, no slave to system, and always held, on grounds of expediency and common sense, that an oral teacher should use his discretion in regard to the employment of natural signs, especially at the initial stage, nor did he suppose the method, even if applicable to *all* the deaf, capable of equal results. He attached great importance to the function of the sense of touch in establishing, in the absence of hearing, a living connection of speech, as a mechanical operation, with the cerebral activities, thus rendering speech as *natural* for those of the deaf capable of it as it is for those who hear; and to a careful training in lip-reading, the elements of which he analysed with a minuteness that almost went beyond practical necessities."

Book II gives, with other matter on the Education of the Deaf, a careful review of the several methods employed, and it is this review that shows the author's keenness of observation and his wide reading. Naturally Arnold gave little on the subject of methods that applies to present conditions, for the last ten years has witnessed almost a complete revolution in tend-

encies and practice among teachers in English speaking countries in regard to methods of teaching the deaf. Farrar recognizes this, and for the benefit of students as well as for the purposes of accurate history, he defines and describes all the methods and combinations of methods that in recent years have been practiced.

The subjects of Books III and IV are the Oral Method and Language. These are the didactic and technical parts of the work, and so are the parts of chiefest practical utility to the working teacher. Arnold was a great teacher and a successful one, and here we have his methods in so far as methods may be recorded on paper. He was an oral teacher and his methods cover the field of oral instruction both in the general and in the detail, affording a complete guide for teaching speech and lip-reading and for giving language in all its forms and uses. The following sub-topics under the topics of Oral System and Language, show the scope and character of the work in this part: Sound; Anatomical Phonetics—The Organs of Respiration (Illustrated), The Organs of Speech (Illustrated), The Ear (Illustrated); Physiological Phonetics—Lip-Reading, Some Mechanical and Dynamical Principles of Articulation, The Elements of Speech, Modulations of the Voice; Methods of Teaching Language; The Natural, Intuitive, and Logical Method—The Simple Proposition or Sentence, The Complex Sentence, The Compound Sentence; Practical Applications.

We give a most hearty welcome to this new and improved edition of a valuable and helpful work, and congratulate the College of Teachers of the Deaf in London, and student teachers the world over, upon its publication, thus once more making it available for their use as a text-book and guide.

# EDITORIAL.

**Wisconsin's Inspector of Schools**

In accordance with a new law enacted by the last Legislature of Wisconsin, Mr. W. D. Parker, late State Inspector of High Schools, formerly President of the River Falls Normal School, and a member and the secretary of the Board of Regents of Normal Schools, has been appointed "Inspector of Public Day-Schools for the Deaf and for the Delavan School for the Deaf." The law provides it as the duty of this new officer "to report annually to the Superintendent of Public Instruction as to the condition and progress of the day-schools, and make such recommendations as he may deem proper for the improvement of the same." While the title of the new officer gives him supervision over all the schools of the state, including the Delavan school, his duties as defined seem to limit the actual work that he is called upon to perform to the field of the day-schools. But whether this be so or not, the field, even so limited, is in Wisconsin quite large enough and the work of sufficient importance to require all the time and energy the Inspector can give to it. We believe the law in its principle is a wise one, and that the office that it creates is needed in every state having a number of day-schools, scattered as they are and the teachers in them isolated as they are, with all the attending disadvantages of such a condition. A state Inspector will be to such schools and such teachers what an Institution Superintendent is to the classes and teachers under him, and there can result only good in the care and direction and sympathetic interest that will be exercised in the practical workings of the office.

We welcome the new office into the already comprehensive and efficient American scheme for caring for and educating deaf children; and we extend also a welcome to Inspector Parker

into the ranks of the profession, expressing the hope that he may find his new work congenial and that he may soon acquire that special experience and technical skill which will render him an effective instrument in unifying the work, elevating standards, and improving conditions generally in the several schools placed in his charge and hereafter to be conducted under his direction.

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**Visiting Schools**

Superintendent Warring Wilkinson and ex-Superintendent J. W. Swiler, the former of the California Institution and the latter late of the Wisconsin School, are making a tour of the schools of the country. As both these gentlemen have been many years connected with the profession, they have hosts of acquaintances and personal friends in the work who are glad to welcome them as visitors and to give them opportunity to inspect their schools.

It would be well if Superintendents generally could make it a practice, the visiting of schools other than those they are familiar with—a number of such schools every year; and it would be even better if teachers could have a similar privilege, for in most cases they would receive a larger measure of personal benefit. Seeing is believing, and there is nothing like seeing unfamiliar yet effective methods or devices to inspire belief in them, which leads naturally and easily to their acceptance and adoption. By such visitings by superintendents and teachers, the best in the way of methods in each school would in time become the possession and practice of all schools, and manifestly to the very great advancement of the work and benefit of deaf children the country over.

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The St. Louis Day School, in charge of Rev. J. H. Cloud as Principal, has been removed to a location in a desirable residence district where it will occupy a separate building with ample school-room and recreation space. The school will hereafter be known as "Gallaudet School for the Deaf," thus named in

honor of Thomas Hopkins Gallaudet. Miss Sara Frances Small, a recent normal graduate of Gallaudet College, has been added to the corps of instructors as teacher of articulation.

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**The Summer School**

Inquiries have been received relative to the proposed summer school of training to be held the coming summer. It may be said here that the Committee in charge of the project is at work on the plans for the school, but as yet sufficient advancement has not been made to permit the giving out of definite announcements. These will come in due time, and early enough to allow the making of all necessary arrangements by teachers contemplating taking a course of training at the school.

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Teachers wishing positions and Superintendents wishing teachers may avail themselves of the office of the General Secretary of the American Association to Promote the Teaching of Speech to the Deaf so far as it may be of service to them. The General Secretary aims to keep a list of teachers and one of superintendents, belonging to the above classes, for use by any person who may apply for them. Teachers filing their names and addresses with the General Secretary, should state the length and character of their experience, and give such other information as would be helpful to a Superintendent in making appointments.

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A limited number of bound volumes of the REVIEW is offered to Institutions at the following rates: For Vol. I, bound in cloth, $1.00; for Vol. II, bound in cloth, $2.00. For prices of other publications of the Association, see advertisement in this number. In order that these latter publications may be placed in the hands of all members of the Association who may not have them, the prices have been reduced to amounts covering little more than postage, and entire sets are offered at $2.00 per set.

## NEW MEMBERS.

The following persons have been elected to membership in the American Association to Promote the Teaching of Speech to the Deaf. The list includes those joining the Association since the last report to December 1, 1901:

Carolyn Gay Taft, School for the Deaf, Jacksonville, Ill.
Martha Oakley Bockee, School for the Deaf, Hartford, Conn.
Bessie Crawford Anderson, School for the Deaf, Albany, N. Y.
Miss Joe Johnson, School for the Deaf, Austin, Texas.
Rev. Jas. H. Cloud, Day School for the Deaf, St. Louis, Mo.
Helen C. McNall, School for the Deaf, Rochester, N. Y.
Frances W. Wood, School for the Deaf, Rochester, N. Y.
Mary L. Noyes, School for the Deaf, Jacksonville, Ill.
Nils Kjellberg, Willinska Skolan, Goteborg, Sweden.
T. M. King, Parton, Illinois.
F. H. Wemple, Waverly, Illinois.
W. W. Watson, Barry, Illinois.
James S. Reider, 1538 N. Dover St., Philadelphia, Pa.
Laura B. Robie, 3761 Lake Ave., Chicago, Ill.
Blanche I. Nevile, 28 Woodberry Grove, Finsberry Park, London, N, England.
G. M. Teegarden, School for the Deaf, Edgewood Park, Pa.
A. Hilda Kitson, Gledhow Hall, Leeds, England.
Clara Kranzusch, 529 S. Warren Ave., Saginaw, Mich.
Metta Wittig, Day School for the Deaf, Rock Island, Ill.

### Life Membership.

Emma Snow, Neosho Falls, Kansas.

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### Wanted:

An experienced teacher to take a position recently made vacant in an eastern oral school. Address the editor of the Review.

A position as instructor in carpentry and sloyd, by a man experienced in such work in schools for the deaf. Address the editor of the Review.

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Errata: On page 460, below Figure III, read, "Front half of the larynx and air tube, viewed from behind, the rear half having been taken away," instead of the reading as printed. Also, same figure side note, for "Thyro-arytenoideus" read, "Thyro-arytenoideus externus."

# NAMES AND ADDRESSES OF MEMBERS OF THE AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF.

DECEMBER, 1901.

*Deceased Members. †Original Promoters. ‡Associate Members.
§Subscribing Members. ||Life Members.
¶Honorary Members.

ACKERS, B. ST. JOHN, Huntley Manor, Gloucester, England.
Adams, Sarah T.*
Adams, Ida H., Horace Mann School for the Deaf, Boston, Mass.
Adams, Mabel E., Horace Mann School for the Deaf, Boston, Mass.
Addison, W. H., School for the Deaf, Langside, Glasgow, Scotland.
Aitchison, Robert‡, Mt. Pullaski, Illinois.
Allabough, B. R.‡, School for the Deaf, Edgewood Park, Pa.
Allen, Anna C.*
Allen, Edward E., School for the Blind, Overbrook, Pa.
Allen, Dr. Harrison.*
Allen, Mary A.‡, Hartford, Connecticut.
Allen, Thos. J., Flint, Michigan.
Amberg, Dr. E., 270 Woodward Ave., Detroit, Michigan.
Anagnos, Dr. M., Perkins Institute for the Blind, S Boston, Mass.
Anderson, Bessie C., 98 N. Pine Ave., Albany, N. Y.
Anderson, M. C., School for the Deaf, Sta. M, New York, N. Y.
Andrews, E. R., 455 Exchange St., Rochester, New York.
Andrews, Harriet E., School for the Deaf, Rochester, New York.
Andrews, Helen B.‡, Washington Heights, New York, N. Y.
Archer, T. V., School for the Deaf, Indianapolis, Indiana.
Argo, W. K., School for the Deaf, Colorado Springs, Colorado.
Armstrong, Grace E.‡, School for the Deaf, Portland, Maine.
Armstong, J. V., School for the Blind, Nashville, Tennessee.
Ashcroft, Mrs. Harriet E.†, Mackay Inst. for the Deaf, Montreal, Can.
Ashcroft, J. I.*
Ashelby, Catharine, 2744 N. Lincoln St., Chicago, Ill.
Atkinson, Miss M. E., 65 Lincoln St., New Britain, Conn.
Atwood, Lois E., School for the Deaf, Talladega, Alabama.
Austin, Mrs. Emma B.‡, 6008 Germantown Ave., Germantown, Pa.
Axling, P. L.‡, Sioux Falls, South Dakota.
Aycock, B. F.‡, Tremont, North Carolina.

BABB, EMILY A., Clarke School, Northampton, Mass.
Bagley, Amy C.‡, 90 Brackett St., Portland, Maine.
Bailey, Lottie‡, 90 Magnolia St., Boston, Mass.
Baily, Jos. J., School for the Deaf, Mt. Airy, Philadelphia, Pa.
Baker, Abby T., Clarke School, Northampton, Mass.
Baldwin, Rev. Wm. R.‡, Saxton's River, Vermont.
Balis, James C., School for the Deaf, Belleville, Canada.
Balis, Mrs. James C.‡, School for the Deaf, Belleville, Canada.
Ballachey, C. M., 192 Brant Ave., Brantford, Ontario.
Ballinger, Madge E.‡, Greensboro, North Carolina.
Ballou, Lillian I., School for the Deaf, Scranton, Pa.
Banerji, B. J. N. ¶. 4 College Square, Calcutta, India.
Barber, John, 6 Christchurch Ave., Brondesbury, London, N. W., Eng.
Barker, Frances, School for the Deaf, Edgewood Park, Pa.
Barr, Evelyn‡, 2125 Mt. Vernon St., Philadelphia, Pa.
Barrington, W. M.‡, 1712 F Street, Washington, D. C.
Barry, Katharine E., School for the Deaf, Cleveland, Ohio.
Barry, William R.*
Bartlett, A. C., 2720 Prairie Ave., Chicago, Illinois.
Bartlett, E. R., Memphis, Missouri.
Barton, Ellen L.†*
Bateman, Julia R., School for the Deaf, Halifax, Nova Scotia.
Beale, Mary M.‡, Boston, Mass.
Beale, Millie M., 1613 Arch St., Philadelphia, Pa.
Beaman, Susan M., 9772 Howard Ave., Chicago, Ill.
Beatty, Mary M., School for the Deaf, Mt. Airy, Philadelphia, Pa.
Bell, Dr. A. Graham†§||, 1331 Connecticut Ave., Washington, D. C.
Bell, Mrs. A. Graham||, 1331 Connecticut Ave., Washington, D. C.
Bell, Marian H. Graham, 1331 Connecticut Ave., Washington, D. C.
Bell, Prof. A. Melville||, 1526 Thirty-fifth St., Washington, D. C.
Bell, Mrs. A. Melville||, 1526 Thirty-fifth St., Washington, D. C.
Bell, Mrs. Eliza Grace.||*
Bell, Charles J., 1405 G St., Washington, D. C.
Belser, Mrs. L. H., Forrest City, Arkansas.
Bennett, Cordelia L.‡, School for the Deaf, Berkeley, Cal.
Bennett, Mary E., Day School for the Deaf, Los Angeles, Cal.
Benedict, Mrs. J. C., Warwick, N. Y.
Benson, Harriet S.||, Chestnut Hill, Philadelphia, Pa.
Berry, Miss L.‡, 24 E. Forty-sixth St., New York, N. Y.
Bessant, Walter S.*
Betts, Mrs. O. A., School for the Deaf, Morganton, N. C.
Bierbauer, Fannie, School for the Deaf, Cleveland, Ohio.
Bigelow, Mary F., Horace Mann School for the Deaf, Boston, Mass.
Billings, Carrie‡, School for the Deaf, Flint, Michigan.
Bingham, Cordelia D.,Oral School for the Deaf, 6550 Yale Ave., Chicago.
Bingham, Mrs. Katharine F., College Park, California.
Binkley, Katharine Mae, Natchez, Miss.
Binner, Paul.*

Black, Anna M.†, Denton, Texas.
Black, John C., 9 Walton Place, Chicago, Illinois.
Blair, Cora L., Clarke School, Northampton, Mass.
Blair, S. O., 45 Michigan Ave., Chicago, Illinois.
Blake, Dr. Clarence J.¶, 226 Marlborough St., Boston, Mass.
Blattner, J. W., School for the Deaf, Austin, Texas.
Bledsoe, J. F., School for the Deaf, 649 W. Saratoga St., Baltimore, Md.
Bliss, Dr. Arthur Ames‡, Philadelphia, Pa.
Bliss, Susan E.†, School for the Deaf, Mt. Airy, Philadelphia, Pa.
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